



1959

## The correlation of various factors with the speech attitudes of students enrolled at Lodi Academy during 1952-1953

Lucile Sherrig-Roth  
*University of the Pacific*

Follow this and additional works at: [https://scholarlycommons.pacific.edu/uop\\_etds](https://scholarlycommons.pacific.edu/uop_etds)



Part of the [Communication Commons](#), [Education Commons](#), and the [Speech Pathology and Audiology Commons](#)

---

### Recommended Citation

Sherrig-Roth, Lucile. (1959). *The correlation of various factors with the speech attitudes of students enrolled at Lodi Academy during 1952-1953*. University of the Pacific, Thesis.  
[https://scholarlycommons.pacific.edu/uop\\_etds/1434](https://scholarlycommons.pacific.edu/uop_etds/1434)

This Thesis is brought to you for free and open access by the Graduate School at Scholarly Commons. It has been accepted for inclusion in University of the Pacific Theses and Dissertations by an authorized administrator of Scholarly Commons. For more information, please contact [mgibney@pacific.edu](mailto:mgibney@pacific.edu).

THE CORRELATION OF VARIOUS FACTORS WITH THE SPEECH ATTITUDES  
OF STUDENTS ENROLLED AT LODI ACADEMY DURING 1952-1953

---

A Thesis  
Presented to  
the Faculty of the Speech Department  
College of the Pacific

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Speech

---

by  
Lucile Sherrig-Roth  
June 1959

## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . . .	1
The Problem . . . . .	2
Statement of the problem . . . . .	2
Importance of the study . . . . .	2
Definitions of Terms Used . . . . .	7
Academy . . . . .	7
Articulation . . . . .	7
Articulatory disorders . . . . .	8
Attitude . . . . .	8
Intelligence . . . . .	9
Maladjusted speaker . . . . .	10
Mental age . . . . .	11
Personality . . . . .	11
Reading ability . . . . .	11
Scholarship . . . . .	12
Speech attitude . . . . .	12
Speech defect . . . . .	12
Speech education . . . . .	12
Well-adjusted speaker . . . . .	13
Organization of Remainder of the Thesis . . . .	13
II. RELATED STUDIES . . . . .	15
Studies Concerning Speech . . . . .	15

	111
CHAPTER	PAGE
Studies Relating to Speech Attitudes . . . . .	19
Studies Pertaining to Other Factors of	
This Investigation . . . . .	26
Sex . . . . .	26
Scholarship . . . . .	28
Reading . . . . .	29
Emotional adjustment . . . . .	30
Intelligence . . . . .	31
Residence with parents . . . . .	32
Size of family . . . . .	36
Social adjustment . . . . .	38
Unity of religious beliefs . . . . .	39
Studies Showing the Results of Speech	
Training . . . . .	41
III. THE MATERIALS AND PROCEDURES USED . . . . .	48
Group Studied . . . . .	48
Test Materials and Procedures Used . . . . .	49
Articulation test . . . . .	49
<u>Iowa Silent Reading Advanced Test,</u>	
<u>Form Am</u> . . . . .	51
<u>Otis Self-Administering Test of Mental</u>	
<u>Ability, Higher Examination, Form C</u> . . . . .	54
<u>Speech Attitude Scale, Form F</u> . . . . .	57
<u>Standardized Oral Reading Paragraphs</u> . . . . .	62



## CHAPTER

## PAGE

Washburne S-A Inventory, Thaspic

<u>Edition</u> . . . . .	64
Questionnaires and Other Information Obtained .	67
Age and grade level . . . . .	67
Home situation . . . . .	68
Scholarship . . . . .	68
Handling of Results . . . . .	69
IV. RESULTS OF STUDY AND THEIR INTERPRETATION . . . .	70
Physical Factors . . . . .	71
Age . . . . .	71
Sex . . . . .	73
Educational Factors . . . . .	73
Grade level . . . . .	73
Oral reading ability . . . . .	76
Scholarship . . . . .	78
Silent reading ability . . . . .	81
Psychological Factors . . . . .	83
Articulation . . . . .	83
Emotional adjustment . . . . .	83
Intelligence . . . . .	85
Residence with parents . . . . .	87
Size of family . . . . .	87
Social adjustment . . . . .	90
Unity of religious beliefs . . . . .	90

## CHAPTER

## PAGE

V. SPEECH ATTITUDES AS A BASIS FOR BETTER	
UNDERSTANDING . . . . .	95
Increased Emphasis upon Speech Education . . .	95
Importance of human values . . . . .	95
Potentialities of teaching speech . . . . .	97
More personal interest in teen-agers . . . .	100
Educational Aids for Adolescent Adjustment . .	103
Intelligent use of I.Q. and of letter	
grades . . . . .	103
Remedial instruction for needy students . . .	105
Education of parents regarding adolescents .	109
Ultimate Results of Improved Speech Program . .	111
Benefits to the individual . . . . .	111
Fulfillment of social responsibility . . . .	112
VI. SUMMARY AND CONCLUSIONS . . . . .	114
Summary . . . . .	114
Types of related studies . . . . .	114
Materials for investigation . . . . .	115
Results of correlations . . . . .	115
Limitations of the study . . . . .	116
Basis for understanding adolescents . . . . .	117
Recommendations for further study . . . . .	117
Conclusions . . . . .	118
BIBLIOGRAPHY . . . . .	119

## CHAPTER

## PAGE

APPENDIX A . . . . . 134

APPENDIX B . . . . . 151

LIST OF TABLES

TABLE	PAGE
I. Correlation Between Speech Attitudes and Various Factors Considered in a Study of the Students Enrolled at Lodi Academy During 1952-1953 . . . . .	94

## LIST OF FIGURES

FIGURE	PAGE
1. Relationship Between Age and Speech Attitudes . .	72
2. Relationship Between Sex and Speech Attitudes . .	74
3. Relationship Between Grade Level and Speech Attitudes . . . . .	75
4. Relationship Between Oral Reading Ability and Speech Attitudes . . . . .	77
5. Relationship Between Scholarship and Speech Attitudes . . . . .	79
6. Relationship Between Silent Reading Ability and Speech Attitudes . . . . .	82
7. Relationship Between Emotional Adjustment and Speech Attitudes . . . . .	84
8. Relationship Between Intelligence and Speech Attitudes . . . . .	86
9. Relationship Between Residence with Parents and Speech Attitudes . . . . .	88
10. Relationship Between Size of Family and Speech Attitudes . . . . .	89
11. Relationship Between Social Adjustment and Speech Attitudes . . . . .	91
12. Relationship Between Unity of Religious Beliefs and Speech Attitudes . . . . .	92

## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

During recent years the objectives of education have been broadened to include more than the teaching of specific skills and facts. Contemporary education is placing a far greater emphasis upon the development of a person as a whole--his attitudes, his interests, and his adjustments.<sup>1</sup> Speech teachers who have carried on significant experiments and work in analyzing the effects of speech training upon the person are Murray, Norvelle, Gilkinson, Knowler, and many others.<sup>2</sup> Attitudes of the speaker in the speaking situation have been assumed, for the purpose of this study, to be of significant importance in a consideration of the person as a whole.

The purpose of this thesis was to discover how three groups of factors--physical, educational, and psychological factors--correlated with the speech attitudes of students enrolled in Lodi Academy during the school year of 1952-1953.

---

<sup>1</sup>J. Wayne Wrightstone, "Techniques for Measuring Newer Values in Education," Journal of Educational Research, 35:517, March, 1942.

<sup>2</sup>Ernest H. Henrikson, "Some Effects on Stage Fright of a Course in Speech," The Quarterly Journal of Speech, 29:490, December, 1943.

## I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine by means of standardized tests and questionnaires which of the following thirteen factors, if any, may have affected the speech attitudes, as evaluated by Knower's Speech Attitude Scale, Form F,<sup>3</sup> of students enrolled in Lodi Academy at the time of the testing: PHYSICAL--age, articulation, sex; EDUCATIONAL--grade level, oral reading, scholarship, silent reading; PSYCHOLOGICAL--emotional adjustment, intelligence, residence with parents, size of family, social adjustment, and unity of religious beliefs.

Importance of the study. The importance of a study on the correlation of physical, educational, and psychological factors with speech attitudes lies in its attempt to improve understanding of the young person of high school age as a "unified personality,"<sup>4</sup> a "whole person,"<sup>5</sup> an

---

<sup>3</sup>Franklin H. Knower, Speech Attitude Scale, Form F (Chicago: C. H. Stoelting Company, 1936), pp. 1-6.

<sup>4</sup>Edna W. Bailey, Anita D. Laton, and Elizabeth L. Bishop, Studying Children in School (New York: McGraw-Hill Book Company, Inc., 1939), p. 154.

<sup>5</sup>Elbert W. Harrington, "The Role of Speech in Liberal Education," The Quarterly Journal of Speech, 23:283, April, 1937.

"integrated personality."<sup>6</sup> Teachers and parents often fail to recognize the fact that a student's failure to do well in school, intellectually or socially, is often caused by a combination of many interrelated factors, such as low intelligence, unfavorable attitudes, frail health, personality problems, physical handicaps, limited reading ability, home conflicts, and others.<sup>7</sup>

The challenge to secondary education is indeed greater than ever before, considering that 80 per cent to 90 per cent of American youth in the urban areas now attend secondary schools, in contrast to 5 per cent of the same age group who attended school in 1890. The secondary school population in the United States now is counted in the millions. These young people are turning to the schools of America for help in preparing themselves for successful living in the society of today.<sup>8</sup> A study of the problems of youth made by the American Youth Commission indicates that by far the majority of the young

---

<sup>6</sup>Roberta L. Poos, "A Speech Course of Study for High Schools," The Quarterly Journal of Speech, 23:283, April, 1937.

<sup>7</sup>J. Roswell Gallagher, "Why Boys Fail," The Atlantic Monthly, 185:52, May, 1950.

<sup>8</sup>Karl F. Robinson, "Speech, The Heart of the Core Curriculum," The Quarterly Journal of Speech, 25:367, October, 1940.



people of today are determined to learn how to adapt themselves successfully to the situations in which they find themselves.<sup>9</sup>

Adjustment to other people and to social conventions is of primary importance during the teens and early twenties. If a young person is to make that adjustment successfully, he must understand himself, his attitudes, his background, and his present social traits.<sup>10</sup> Pratt describes adolescence as "a period fraught with special menaces to mental health";<sup>11</sup> Cantoni verifies the above description by saying that "adolescence is a turbulent time in which the young individual attempts to find his place in the world."<sup>12</sup>

Too many schools do not meet the challenge of preparing these young people for life, placing too much emphasis upon the development of a student's intellect and

---

<sup>9</sup>Bailey, Laton, and Bishop, op. cit., p. 156.

<sup>10</sup>Fred McKinney, Psychology of Personal Adjustment (New York: John Wiley and Sons, Inc., 1949), p. 381.

<sup>11</sup>George K. Pratt, "Personality and Social Adjustments of College Students," The Quarterly Journal of Speech, 10:364, November, 1924.

<sup>12</sup>Louis J. Cantoni, "A Study in Emotional Adjustment: The Correlation of Student and Adult Forms of the Bell Adjustment Inventory over a Period of Thirteen Years," Educational and Psychological Measurement, 15:142, Summer, 1955.

not enough upon his emotional development.<sup>13</sup> The curriculum should relate itself specifically to the pupil's experiences, both present and future.<sup>14</sup>

Since speech is the reflection of the whole personality,<sup>15</sup> teachers of speech, along with psychiatrists and others dealing with mental hygiene, realize that speech classes are an important part of the curriculum as far as personality adjustment is concerned.<sup>16</sup> Therefore, as Witty and Skinner have said,

It is most important that those who deal with the language development of young people keep this language free from emotional blockings and make youngsters aware of their own powers.<sup>17</sup>

Speech teachers have always realized that personality differences--attitudes and adjustments--are responsible in a large share for differences between

---

<sup>13</sup>M. Rittwagen, "How to Protect Our Children from Mental Illness," Saturday Evening Post, 225:33, November 22, 1952.

<sup>14</sup>Craig Baird, "The Educational Philosophy of the Teacher of Speech," The Quarterly Journal of Speech, 24:552, December, 1938.

<sup>15</sup>McKinney, op. cit., p. 392.

<sup>16</sup>Elwood Murray, "Speech Training as a Mental Hygiene Method," The Quarterly Journal of Speech, 20:38, February, 1934.

<sup>17</sup>P. A. Witty and C. E. Skinner, (eds.) Mental Hygiene in Modern Education (New York: Farrar and Rinehart, Inc., 1939), pp. 347-48.

effective and ineffective speakers.<sup>18</sup> It has been said that speech is a phase of personality. Actually, in many ways, speech and personality are almost synonymous, for speech improvement results from personality improvement; likewise, personality improvement results from speech improvement.<sup>19</sup> It is practically impossible to make any distinct separation, for a person's speech characteristics are so closely related to his innermost thoughts and to his attitudes.<sup>20</sup> Since Knower,<sup>21</sup> as well as Gilkinson<sup>22</sup> and others, has studied speech as related to personality, his speech attitudes scale was used as the basis for this study.

"All life comes back to the question of our speech--the medium through which we communicate,"<sup>23</sup> was

---

<sup>18</sup>Howard Gilkinson and Franklin H. Knower, "Individual Differences among Students of Speech as Revealed by Psychological Tests--I," The Quarterly Journal of Speech, 26:243, April, 1940.

<sup>19</sup>Murray, op. cit., p. 37.

<sup>20</sup>Ibid., p. 44.

<sup>21</sup>Franklin H. Knower, "A Study of Speech Attitudes and Adjustments," Speech Monographs, 5:130-203, Research Annual, 1938.

<sup>22</sup>Howard Gilkinson, "Social Fears, as Reported by Students in College Speech Classes," Speech Monographs, 9:141-60, Research Annual, 1942.

<sup>23</sup>Henry L. Ewbank, "Teaching Speech for Human Relations," The Speech Teacher, 1:9, January, 1952.

Henry James' way of expressing the importance of speech in everyday life. Since good speech is no longer a luxury, but a necessity more and more in the modern world, attitudes toward speech likewise become increasingly important.<sup>24</sup>

In this study an attempt was made to develop a better understanding of the factors correlated with the speech attitudes as a basis for counseling and for helping young people better adjust themselves to life's situations.

## II. DEFINITIONS OF TERMS USED

Academy. The term "academy" in this study refers to "a secondary school under trustees."<sup>25</sup>

Articulation. Articulation, according to Travis, is the production of individual sounds in connected discourse; the movement and placement during speech of the organs which serve to interrupt or modify the voiced or unvoiced air stream into meaningful sounds; the speech function performed largely through the movements of the lower jaw, lips, tongue, soft palate.<sup>26</sup>

---

<sup>24</sup>Robert Frankel, "Charting a Road through the Speech Wilderness," The Quarterly Journal of Speech, 23:479, October, 1937.

<sup>25</sup>Merriam-Webster, Webster's Collegiate Dictionary, Fifth Edition (Springfield, Massachusetts: G. and C. Merriam Company, 1938), p. 6.

<sup>26</sup>Lee Edward Travis, Handbook of Speech Pathology (New York: Appleton-Century-Crofts, Inc., 1957), p. 50.

Ufford's definition of articulation is the formation of tone into speech by adjustments of the organs of articulation acting upon the expiring air currents and also modifying the already established tones.<sup>27</sup>

Articulatory disorders. Articulatory disorders, according to Dr. Charles Van Riper, include "all those disorders characterized by the substitution, omission, addition, and distortion of the speech sounds."<sup>28</sup> Such speech, which is used by three out of every four that have speech problems, tends to call attention to itself; in fact, in severe cases articulation with defects may be quite difficult to understand.<sup>29</sup>

Attitude. "An attitude may be defined as the acceptance value of a belief,"<sup>30</sup> according to Professor E. W. Hall of the Stanford University Department of Philosophy. Definitions of an attitude, however, are varied, for an

---

<sup>27</sup>Celian Ufford, Training for College Speakers (Boston: Expression Company, 1928), p. 77.

<sup>28</sup>Charles Van Riper, Speech Correction: Principles and Methods (New York: Prentice-Hall, Inc., 1954), p. 26.

<sup>29</sup>Wendell Johnson, Spencer F. Brown, James F. Curtis, Clarence W. Edney, and Jacqueline Keaster, Speech Handicapped School Children (New York: Harper and Brothers, 1948), p. 89.

<sup>30</sup>Leonard E. Ferguson, "The Requirements of an Adequate Attitude Scale," Psychological Bulletin, 36:665, October, 1939.

attitude is so complex that it is difficult to delineate. Likewise, it is too complex to be completely described by a single numerical index.<sup>31</sup>

Other definitions of attitude include the following: (1) "verbalized tendencies, dispositions, adjustments toward certain acts"<sup>32</sup> and (2) "the sum-total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic."<sup>33</sup> Where used in this study, the word "attitude" has the latter meaning.

Intelligence. Intelligence has to do with learning, problem-solving, judgment, and thinking. Hinkelman defined it as "the cognitive side of one's capacity for adjustment, in rough contrast to the motivational aspects of the adjusting process."<sup>34</sup> Kuhlen stated that intelligence usually means the ability to learn to solve problems, to

---

<sup>31</sup>L. L. Thurstone, "Attitudes Can Be Measured," The American Journal of Sociology, 33:530, January, 1938.

<sup>32</sup>Gardner Murphy and Lois Barclay Murphy, Experimental Social Psychology (New York: Harper and Brothers, 1931), p. 615.

<sup>33</sup>Louis L. Thurstone and E. J. Chave, The Measurement of Attitude (Chicago: The University of Chicago Press, 1929), pp. 6-7.

<sup>34</sup>Emmet Arthur Hinkelman, "Intellectual Level and Personality Adjustment," The Elementary School Journal, 52:31, September, 1951.

deal with novel situations. He continued that the term usually "refers to the sheer underlying intellectual potential, as distinct from special skills, background knowledge, motivation."<sup>35</sup>

Otis considered intelligence as "brightness," a general quality of mind.<sup>36</sup> Colvin believed that "an individual possesses intelligence in so far as he can learn to adjust himself to his environment."<sup>37</sup> For the purpose of this study, the word "intelligence" refers to the intelligence quotient.

Maladjusted speaker. A maladjusted speaker is one who is not well-adjusted to the speaking situation. His body movements are poorly integrated; he is lacking in poise; he seems ill at ease, tense, and inhibited; he is unable to speak forcefully because of nervousness, excitement, fear, or tension.<sup>38</sup>

---

<sup>35</sup>Raymond G. Kuhlén, The Psychology of Adolescent Development (New York: Harper and Brothers, 1952), p. 87.

<sup>36</sup>Arthur Sinton Otis, Statistical Method in Educational Measurement (New York: World Book Company, 1925), p. 148.

<sup>37</sup>Frederick Elmer Bolton, Adolescent Education (New York: The Macmillan Company, 1931), p. 187.

<sup>38</sup>Eugene C. Chenoweth, "The Adjustment of College Freshmen to the Speaking Situation," The Quarterly Journal of Speech, 26:585-86, December, 1940.

Mental age. Mental age (M. A.) is the score achieved on an intelligence test indicating the level of intellectual development the child has actually reached at the time of the testing. The score is expressed in terms of years and months.<sup>39</sup> The M. A. is useful in showing how far along the path of mental development the child has come.<sup>40</sup>

Personality. Personality is "a composite of hereditary factors and developmental influences, of genes, and of social experiences."<sup>41</sup> In other words, personality is essentially what you do when you are with others. Therefore, by developing good social habits a person can help himself find pleasant human relations.<sup>42</sup>

Reading ability. Reading ability is a complex function.<sup>43</sup> Davis and the Iowa test makers feel that the

---

<sup>39</sup>Bailey, Laton, and Bishop, loc. cit.

<sup>40</sup>Ibid.

<sup>41</sup>Paul Henry Landis, Adolescence and Youth--the Process of Maturing (New York: McGraw-Hill Book Company, Inc., 1945), p. 82.

<sup>42</sup>Wayland F. Vaughan, Personal and Social Adjustment (New York: The Odyssey Press, 1952), p. 30.

<sup>43</sup>Margery Anne Moss, "The Effect of Speech Defects on Second Grade Reading Achievement," The Quarterly Journal of Speech, 24:642, December, 1938.



following definition of reading ability by Richards is one which should be widely accepted:

(1) comprehending accurately the writer's sense of meaning; (2) determining correctly the writer's feeling or mood; (3) apprehending the writer's exact tone or attitude toward the reader; and (4) recognizing the writer's intention.<sup>44</sup>

Scholarship. Scholarship, as referred to in this study, is the average of the students' grades for courses completed during their years spent in the high school grades (nine to twelve) until the time of the testing.

Speech attitude. Speech attitude is the attitude which a person feels towards any situation, public or private, in which he is called upon to use speech.

Speech defect. Speech is defective when it "deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted."<sup>45</sup>

Speech education. The term "speech education" has been used to describe a program of speech training for all students, a program planned to develop the indispensable

---

<sup>44</sup>Irving H. Anderson and Walter F. Dearborn, The Psychology of Teaching Reading (New York: The Ronald Press Company, 1952), p. 275.

<sup>45</sup>Van Riper, op. cit., p. 15.

habits and techniques of speaking necessary for normal behavior by the young person when meeting speaking situations of all kinds.<sup>46</sup>

Well-adjusted speaker. A speaker who is well-adjusted to the speaking situation possesses a stable, well-integrated body mechanism; exhibits poise, balance, ease, naturalness, and purposiveness; is free from inhibitions, bodily tensions, and mannerisms; speaks coherently, fluently, and emphatically.<sup>47</sup>

### III. ORGANIZATION OF REMAINDER OF THE THESIS

Related studies which have been made previously in regard to speech attitudes, as well as in other areas of speech, are considered in Chapter II. The tests and questionnaires used in the testing program, the procedures followed in carrying out the study, and a description of the group of students tested are given in Chapter III.

Chapter IV gives the results of the investigation and shows on bar graphs the relationships of speech attitudes with twelve of the physical, educational, and psychological factors considered. With each graph is

---

<sup>46</sup>Harry G. Barnes, "Basic Concepts of Speech Education," The Speech Teacher, 1:14, January, 1952.

<sup>47</sup>Chenoweth, loc. cit.

included an interpretation of the results. Chapter V attempts to develop a better understanding of speech attitudes and related factors as a basis for counseling young people.

In Chapter VI appears a summary of the study, followed by conclusions which were drawn from the results of the correlations and recommendations that were made after the completion of the investigation.

A copy of Knower's Speech Attitude Scale, Form F, which has been used as the basis for this study, and other testing materials are assembled in the appendices.

## CHAPTER II

### RELATED STUDIES

Through the years many surveys have been made in various areas of the speech field. Following are a few of the studies and surveys in the area of speech which seem to relate to the present study.

#### I. STUDIES CONCERNING SPEECH

Specialists have endeavored to find, by various testing programs, the effects of maturation upon defective articulation;<sup>1</sup> the relationship between articulation and other developmental factors in children;<sup>2</sup> the inter-relations of speech and reading disabilities;<sup>3</sup> the effect of speech defects on reading achievement;<sup>4</sup> the effect of

---

<sup>1</sup>Forrest R. Rose and Robert Milisen, "The Effects of Maturation upon Defective Articulation in the Elementary Schools," Journal of Speech Disorders, 7:35-50, March, 1942.

<sup>2</sup>Rodney W. Everhart, "The Relationship Between Articulation and Other Developmental Factors in Children," Journal of Speech and Hearing Disorders, 18:332-38, December, 1953.

<sup>3</sup>Frances Perlowski Gaines, "Interrelations of Speech and Reading Disabilities," The Quarterly Journal of Speech, 27:104, 110, February, 1941.

<sup>4</sup>Margery Anne Moss, "The Effect of Speech Defects on Second Grade Reading Achievement," The Quarterly Journal of Speech, 24:642, 654, December, 1938.

thirty-six speech improvement lessons upon silent reading achievement and paragraph comprehension;<sup>5</sup> the relationship between speech difficulties and deficiencies in reading ability; limitations in intelligence, or other factors;<sup>6</sup> sex differences in language development and in relation to stuttering;<sup>7,8</sup> and the neurological connection between speech and reading.<sup>9</sup>

Other studies that have been made on speech and related factors include an analysis of social adjustment and the speaking voice,<sup>10</sup> a correlation of social attitudes and intelligence,<sup>11</sup> a study of the personality

---

<sup>5</sup>Morris Val Jones, "The Effect of Speech Training on Silent Reading Achievements," Journal of Speech and Hearing Disorders, 16:258-63, September, 1951.

<sup>6</sup>A. Sterl Artley, "A Study of Certain Factors Presumed to be Associated with Reading and Speech Difficulties," The Journal of Speech and Hearing Disorders, 13:351, 359-60, December, 1948.

<sup>7</sup>H. Schuell, "Sex Differences in Relation to Stuttering," Journal of Speech Disorders, 11:277-98, December, 1946.

<sup>8</sup>Ibid., 12:23-38, December, 1947.

<sup>9</sup>Norma Maynard, "Poor Reading, Handmaiden of Poor Speech," The Speech Teacher, 5:40-42, 46, January, 1956.

<sup>10</sup>Paul J. Moses, "Social Adjustment and the Voice," The Quarterly Journal of Speech, 27:532-37, December, 1941.

<sup>11</sup>P. M. Symonds, "A Social Attitudes Questionnaire," Journal of Educational Psychology, 16:316-22, May, 1925.

traits of bright and dull children,<sup>12,13</sup> an analysis of the possible relationships between intelligence and personality,<sup>14</sup> and an examination of the effect of mental and educational retardation on the personality development of children.<sup>15</sup>

A number of studies which have been done within recent years indicate a relationship between certain traits of personality and achievement in public speaking.<sup>16</sup> In a study done on students at the University of Denver, Murray found that of the students enrolled in the speech classes, the better speakers were significantly higher in dominance and self-sufficiency than the poor speakers.<sup>17</sup>

---

<sup>12</sup>C. B. Wrenn, L. W. Ferguson, and J. L. Kennedy, "Intelligence Level and Personality," Journal of Social Psychology, 7:301-8, August, 1936.

<sup>13</sup>William McGhee and W. Drayton Lewis, "A Comparison of Certain Personality Characteristics of Mentally Superior and Mentally Retarded Children," Journal of Educational Research, 35:600-610, April, 1942.

<sup>14</sup>Richard Meili, "Analytical Examination of Intelligence," Psychological Abstracts, 26:579, June, 1952.

<sup>15</sup>A. R. Mangus, "Effect of Mental and Educational Retardation on Personality Development of Children," American Journal of Mental Deficiency, 55:208-12, October, 1950.

<sup>16</sup>Wilbur E. Moore, "Factors Related to Achievement and Improvement in Public Speaking," The Quarterly Journal of Speech, 29:213-17, April, 1943.

<sup>17</sup>Elwood Murray, "Study of Factors Contributing to the Mal-Development of the Speech Personality," Speech Monographs, 3:92-108, Research Annual, 1936.

Knower discovered that the students who ranked in the highest 25 per cent on the basis of the teachers' ratings of general effectiveness made significantly higher scores on his Speech Attitude Scale than did the speakers whose teachers had rated them as the lowest 25 per cent.<sup>18</sup>

In a study of college freshmen by Chenoweth it was revealed that well-adjusted speakers tended to be extroverted and dominant, while poorly adjusted speakers were inclined to submissiveness and introversion, when classified by Bernreuter's Personality Inventory.<sup>19</sup> Dow, who made a study of the personality traits of effective public speakers, found that the correlation between the traits of extroversion, ascendance, and effective public speaking were very small. Therefore, he felt that as yet no one can actually prove the value of such correlation results. However, he mentioned that an improved technique of measurement in speech or personality, or in both, might some day show the relationships to be highly significant.<sup>20</sup>

---

<sup>18</sup>Franklin H. Knower, "A Study of Speech Attitudes and Adjustments," Speech Monographs, 5:130-203, Research Annual, 1938.

<sup>19</sup>Eugene C. Chenoweth, "The Adjustment of College Freshmen to the Speaking Situation," The Quarterly Journal of Speech, 26:587-88, December, 1940.

<sup>20</sup>Clyde W. Dow, "The Personality Traits of Effective Public Speakers," The Quarterly Journal of Speech, 27:531, December, 1941.

## II. STUDIES RELATING TO SPEECH ATTITUDES

The term "speech attitudes" is obviously a general one, but not necessarily a complicated one. Knower assumes that the person who enjoys speaking and speaks quite a bit will probably be a better speaker than the one who dislikes to speak and therefore seldom does. He states

A favorable attitude or set toward speech indicates a predisposition to speak and reflects an interest which should broaden experiences through which learning may take place. The favorable attitude may itself facilitate learning.<sup>21</sup>

A person with a positive speech attitude enjoys speaking; he has poise, confidence, and enthusiasm in his use of speech. On the other hand, if a person avoids speaking because he dislikes it, or if he suffers from emotional frustration, nervousness, timidity, or shyness while speaking, he is said to have a negative speech attitude.<sup>22</sup> If attitudes can influence speech, then it is logical to believe that the same person may be more proficient in his speech at one time than at another, depending upon his attitude toward the speaking situation with which he is currently faced. It would then seem

---

<sup>21</sup>Knower, op. cit., p. 136.

<sup>22</sup>Ibid., p. 135.



reasonable that by training and thus developing better attitudes, one could improve his proficiency in speaking.<sup>23</sup>

If a person is lacking in conviction about a subject, does not have sufficient information about the subject under discussion, or is frustrated in any way, the speaking situation becomes a difficult one for him.<sup>24</sup> On the other hand, if a person is well-informed, is in familiar or informal surroundings, and has a positive conviction, the situation becomes an easy one for speech.<sup>25</sup> The Speech Attitude Scale scores bear out the fact that a person can have great individual differences in his speech attitudes towards his speech in the various situations which he is called upon to consider. According to the results of Knower's scale, the same speech activities toward which poor speakers are most negative in their attitudes are in most cases the same activities toward which the better speakers also show the most negative attitude.<sup>26</sup>

The final form of Knower's Speech Attitude Scale, used as the basis for this complete study, has a high index

---

<sup>23</sup>Ibid., p. 191.

<sup>24</sup>Ibid., p. 199.

<sup>25</sup>Ibid., p. 201.

<sup>26</sup>Ibid., p. 202.

of reliability. It provides a uniform, consistent index of the individual's attitudes towards his use of speech.<sup>27</sup>

Some other studies of speech attitudes and adjustment have not proved so reliable. Thorn and Bryngelson did an analytical study of the social and speech adjustment of good and poor speakers by means of the autobiographic method. The autobiographies had to include certain facts that Bryngelson felt were pertinent in regard to the person's present speech attitudes. Thirty-eight girls turned in manuscripts. The girls had previously received scores indicating that they were either "good," "poor," or "fair, but rather ineffective" speakers. Twelve judges, all with previous psychological training and experience, read the life histories, selecting items which they felt were positive in their influence on the speech adjustment of the students and items which they considered negative. Analysis proved that the evaluations were almost a matter of chance, for the judges disagreed considerably even in deciding which influences were negative and which positive.<sup>28</sup>

---

<sup>27</sup>Ibid., p. 199.

<sup>28</sup>Katherine F. Thorn and Bryng Bryngelson, "An Analytical Study of the Social and Speech Adjustment of Good and Poor Speakers by Means of the Autobiographic Method," Speech Monographs, 22:61-73, March, 1945.

Another study with inconclusive results was carried on with two hundred education students at the University of London. This study was an investigation of the attitude of training college students towards the importance of good speech. It was carried on by means of a questionnaire, followed by a checking test and a group of case studies. The twenty-six teachers involved had all had at least two years of secondary teaching experience. Although the students felt able to analyze the speech of others, their observations proved unreliable. Many showed emotional feelings towards their own speech, such as superiority over those who did not speak as well as they themselves. Good speakers seemed to be more reliable in their evaluations of themselves than were the poor speakers.<sup>29</sup>

A more objective means of measuring character traits was used in a study which resulted in a remarkably consistent and revealing picture of the attitudes correlated with the trait under investigation. The attitudes measured had to do with money and wealth, but Shuttleworth was of the opinion that the method would be applicable to measurement of any of the attitudes and interests that make up character. The method of analysis consisted

---

<sup>29</sup>C. C. Bell, "An Investigation of the Attitude of Training College Students toward the Importance of Good Speech," Psychological Abstracts, 9:676, October, 1935.

simply of observing the differential distribution of the reactions of the opposed groups to the various types of verbal stimuli.<sup>30</sup>

It is an obvious fact that people differ in their ability to speak well. In attempts to discover the causes for these differences, studies have been done on the voice, on language, and on other symbolic activities; but in years past, little attention was paid to the relationship of personality to speech. Using this angle of approach, Knower developed his Speech Attitude Scale in an attempt to apply the techniques of the psychology of personality to the problem.<sup>31</sup> His approach seemed reasonable, for students of speech themselves are often aware of their own personality problems which they feel interfere with their ability to speak effectively.<sup>32</sup>

Knower has reported that 56 per cent of one group of 210 University of Minnesota students and 61 per cent of another similar group of 277 students listed some form of nervousness as one of their speech problems. In a group of 512 high school students of speech, rated by eight

---

<sup>30</sup>F. D. Shuttleworth, "A New Method of Measuring Character Traits," School and Society, 19:679-80, June 7, 1924.

<sup>31</sup>Knower, op. cit., p. 130.

<sup>32</sup>A. J. Roback, Self-Consciousness Self-Treated (Cambridge: Sci-Art Publishers, 1936), pp. 41-42.

speech instructors, only 29 per cent were judged to be free from some form of emotional difficulty in speaking. Of these students 74 per cent rated themselves on a three-point nervousness scale to be at least somewhat nervous when speaking. From this study Knower drew the conclusion that there may be a significant relationship between personality and general effectiveness of speaking.<sup>33</sup>

One of these personality problems is stage fright. Fourteen persons who had indicated on a survey questionnaire that they suffer from "severe stage fright" were each interviewed for about an hour. Although the group mentioned a variety of symptoms, most of them agreed on feelings of worry, tension, and avoidance tendencies when anticipating a speaking experience. The most significant find of the study was the fact that those suffering most from stage fright had had the least speaking experience.<sup>34</sup>

Gilkinson used a social fears scale, which he had developed, to analyze the significant features of stage fright.<sup>35</sup> As a means of helping relieve the tensions of

---

<sup>33</sup>Knower, op. cit., p. 131.

<sup>34</sup>Floyd I. Greenleaf, "An Exploratory Study of Speech Fright," The Quarterly Journal of Speech, 38:327, October, 1952.

<sup>35</sup>Franklin H. Knower, "Communications Skills: Composition, Listening, Radio, Speech, and Related Areas," Review of Educational Research, 15:116-26, April, 1946.

stage fright, he recommended that students would be helped materially by courses in speech because his conclusion was that a feeling of inferiority is the primary cause of stage fright.<sup>36</sup>

Present-day literature about human behavior has much to say about motivation, drive, heredity, and environment; but most of all has been written on personality.<sup>37</sup> For example, a study was recently done by Holtzman exploring differences in personality among persons who showed various degrees of stage fright. Using 498 men and women students at San Francisco State College for subjects, he used the Minnesota Multiphasic Personality Inventory to measure their personality factors; and he used two subjective inventories and a judges' rating scale to measure their stage fright. His personality patterns varied, though, according to which of the three measures of stage fright he used; sex differences made the results even more confused.<sup>38</sup>

---

<sup>36</sup>Howard Gilkinson, "A Questionnaire Study of the Causes of Social Fears among College Speech Students," Speech Monographs, 10:83, Research Annual, 1943.

<sup>37</sup>Gordon W. Allport, Personality, A Psychological Interpretation (New York: Henry Holt and Company, 1937), p. 398.

<sup>38</sup>Milton Dickens and William R. Parker, "An Experimental Study of Certain Psychological, Introspective and Rating-Scale Techniques for the Measurement of Stage Fright," Speech Monographs, 18:251, November, 1951.

Although there is much literature dealing with personality problems, little has been specifically applied to everyday speech problems and attitudes. One of the reasons for this is that reliable techniques for the study of personality have been developed only in recent years.<sup>39</sup>

### III. STUDIES PERTAINING TO OTHER FACTORS OF THIS INVESTIGATION

Selected as factors having a possibly significant relationship to speech, speech attitudes, and personality development are those considered in this section.

Sex. Knower's scale scores, mentioned previously in this chapter, indicate that speech attitudes, as measured by his scale, vary with such factors as sex, high school and college populations, emotional stability, and sociality.<sup>40</sup> In discussing controversial theories regarding sex differences, Prescott said:

Despite the fact that intelligence tests generally have been standardized in such a manner as to eliminate the appearance of sex difference there is other practical evidence that girls also surpass boys in rate of intellectual growth in a fashion which roughly parallels their physiological maturity. We know, too, that interests, preoccupations, and attitudes, and problems of personality maturing shift in ways that

---

<sup>39</sup>Knower, "A Study of Speech Attitudes and Adjustments," p. 132.

<sup>40</sup>Ibid., pp. 130-203.

show significant correlation with physiological maturing.<sup>41</sup>

Prescott continued his discussion with the thought that men students face much more difficult problems of adjustment than those faced by young ladies.<sup>42</sup>

In a similar study Trumbull did with small groups of college and high school students, he made the analysis that there are statistically significant sex differences seen in the relationships between factors of personality and intelligence.<sup>43</sup>

Supporting the belief that interests and aptitudes are very likely responsible for some sex differences, Schuell suggested that the superiority of girls in reading and in speech is probably caused by girls being more interested in reading than are boys.<sup>44</sup> Murphy concluded that, except for minor exceptions, sex differences in sex comparisons as a rule are not found, that slight differences in favor of boys in one study are usually offset by

---

<sup>41</sup>Kenneth L. Heaton and Vivian Weddon, The Failing Student (Chicago: The University of Chicago Press, 1939), p. 206.

<sup>42</sup>Ibid., p. 207.

<sup>43</sup>Richard Trumbull, "A Study in Relationships between Factors of Personality and Intelligence," Journal of Social Psychology, 38:161-73, November, 1953.

<sup>44</sup>H. Schuell, "Sex Differences in Relation to Stuttering," Journal of Speech Disorders, 11:277-98, December, 1946.



results favoring girls in similar studies, and vice versa.<sup>45</sup> Wooley also maintained that mental sex differences develop only as the result of variations in social training.<sup>46</sup>

A state-wide mental survey of Indiana high schools revealed that the girls were consistently rated higher in their school work, although the boys belonging to every scholastic group made higher scores on intelligence tests.<sup>47</sup> A high school survey in St. Louis, revealing the same type of discrepancy, brought forth the suggestion that perhaps the women teachers, who required work too feminine in character, failed to arouse the interest and effort of the boys sufficiently.<sup>48</sup>

Scholarship. Many investigations have been conducted with respect to the relation of attitudes and personality traits to educational achievement. The correlation of the results of personality tests with

---

<sup>45</sup>Gardner Murphy and Lois Barclay Murphy, Experimental Social Psychology (New York: Harper and Brothers, 1931), p. 121.

<sup>46</sup>C. N. Allen, "Recent Research on Sex Differences," Psychological Bulletin, 32:343, May, 1935.

<sup>47</sup>William F. Book, The Intelligence of High School Seniors (New York: The Macmillan Company, 1922), p. 276.

<sup>48</sup>G. R. Johnson, "Girls Do Better than Boys in School," School and Society, 47:313-14, March 5, 1938.

achievement and intelligence has received increasing interest in the recent years as more and more scientific studies on personality have been made.<sup>49</sup>

When objective measures were used for personality and achievement, the relationship between them, as expressed in correlation coefficients, was slight and inconsistent. However, a few intensive studies made in child guidance clinics revealed possible personality differences between good and poor students.<sup>50</sup>

Reading. The high frequency of personality maladjustment among retarded readers has been cited by various authorities.<sup>51</sup> Emotional factors may be both the cause and the effect of reading retardation.<sup>52</sup>

On the one hand, a student may fail to learn to read because of a personality problem. On the other hand, his failure to learn to read may be at least a

---

<sup>49</sup>Margaret Rhoads Ladd, The Relation of Social, Economic and Personal Characteristics to Reading Ability (New York: Bureau of Publications, Teachers College, Columbia University, 1933), pp. 5-6.

<sup>50</sup>Ibid., p. 12.

<sup>51</sup>Deloyn G. Schubert, "Emotional and Personality Problems of Retarded Readers," Exceptional Children, 20:226-28, February, 1954.

<sup>52</sup>Helena H. Zolkos, "What Research Says about Emotional Factors in Retardation in Reading," The Elementary School Journal, 51:512-18, May, 1951.

precipitating cause of the development of personality difficulties.<sup>53</sup> While it is not easy to tell which of the two problems is cause and which effect, or whether both spring from a common source, Anderson and Dearborn stated that the emotional difficulties are often attributable to the attitudes which parents have toward their child's reading failure.<sup>54</sup>

It is not a new idea for emotional difficulties and reading disabilities to be linked together. In 1936 Phyllis Blanchard stated:

Since the achievement of reading proficiency is part of one's total development, personality factors naturally enter into every reading case . . . the reading disability often arises from the same source of difficulty in emotional development, and in the same manner as the accompanying personality or behavior problems or neurotic symptoms, such as fears, illness without physical basis, infantile regressions, and the like.<sup>55</sup>

Emotional adjustment. Contrary to popular belief studies have indicated that students with the most stage fright had avoided speaking situations, although as many

---

<sup>53</sup>C. M. Louttit, "Emotional Factors in Reading Disabilities: Diagnostic Problems," The Elementary School Journal, 56:68, October, 1955.

<sup>54</sup>Irving H. Anderson and Walter F. Dearborn, The Psychology of Teaching Reading (New York: The Ronald Press Company, 1952), p. 19.

<sup>55</sup>William W. Wattenberg, The Adolescent Years (New York: Harcourt, Brace and Company, 1955), p. 228.

had been available to them as had been available to the successful student speakers. It has been suggested that their lack of speaking experience could be a symptom of a more deep-seated personality problem; that perhaps if it were not for an underlying emotional problem, such students would take advantage of opportunities to speak.<sup>56</sup>

Intelligence. The relationship between the factors of speech attitudes, shown earlier in this study to be almost inseparably related to personality, and intelligence substantiate Georgia Lightfoot's contention that "intelligence and personality appear to be inextricably intertwined; it is almost impossible to study one without the other."<sup>57</sup>

William McGhee and W. Drayton Lewis reported in 1942 on a comparison of certain personality characteristics of mentally superior and mentally retarded children: forty-five thousand subjects from 310 communities in thirty-six states.<sup>58</sup> They reported as follows:

---

<sup>56</sup>Howard Gilkinson and Franklin H. Knower, "Individual Differences among Students of Speech as Revealed by Psychological Tests--I," The Quarterly Journal of Speech, 26:243, April, 1940.

<sup>57</sup>Georgia Frances Lightfoot, Personality Characteristics of Bright and Dull Children (New York: Bureau of Publications, Teachers College, Columbia University, 1951), p. 13.

<sup>58</sup>Edna W. Bailey, Anita D. Laton, and Elizabeth L. Bishop, Studying Children in School (New York: McGraw-Hill Book Company, Inc., 1939), p. 153.

The significant feature is that both types of data point quite unequivocally to the fact that more desirable personalities are found among those who are superior in intelligence and more undesirable personalities among those who are retarded in intelligence.<sup>59</sup>

Five years later Jersild, in writing about intelligence and personality, stated that children may differ so much in their every day behavior and adjustment that the fact of their similarity in intelligence seems to be a minor detail. Much of the research in intellectual ability has dealt with intelligence as a thing apart; relatively little systematic study, from a developmental point of view, has been made of the way in which mental ability functions in the child's all-round development.<sup>60</sup>

Residence with parents. When a child is without the guidance and companionship of both parents, whatever the reason, the child may suffer from lack of conversational warmth and may miss other experiences enjoyed by many families.<sup>61</sup> Even in complete family units parents sometimes find it difficult to guide their children toward socially desirable behavior. If one parent is removed from

---

<sup>59</sup>Ibid.

<sup>60</sup>McGhee and Lewis, op. cit., p. 600.

<sup>61</sup>Frederick Elmer Bolton, Adolescent Education (New York: The Macmillan Company, 1931), p. 203.

the family by death, separation, or divorce, the effect upon the child of this breaking up of the family unit may be that he becomes more closely bound to the remaining parent or that he experiences great loneliness as the result of the void left by the absence of the other parent.<sup>62</sup>

The whole situation is intensified if the child or adolescent is unable to find a home with the remaining parent, but is left to be cared for by other relatives or by strangers.<sup>63</sup> In 1950 there were 1,738,000 children between ten and twenty living in households where some relative other than their own parents was head of the house. Another 1,507,000 were in institutions or in homes where neither a parent nor a relative was the head of the family.<sup>64</sup>

Of all the children under eighteen, 654,000 were living with their fathers alone, and 3,426,000 with their mothers.<sup>65</sup> As one father stated, "Only the children who have raised a father without a mother can possibly appreciate what a job it is."<sup>66</sup>

---

<sup>62</sup>Lester D. Crow and Alice Crow, Our Teen-Age Boys and Girls (New York: McGraw-Hill Book Company, Inc., 1945), pp. 72-74.

<sup>63</sup>Ibid., p. 64.

<sup>64</sup>Wattenberg, op. cit., p. 186.

<sup>65</sup>Ibid.

<sup>66</sup>R. G. Hubler, "Things My Children Teach Me," Saturday Evening Post, 226:25, July 11, 1953.

Besides the possibility of developing too close a bond between the remaining parent and the child, loss of a parent through death deprives the developing adolescent of the wise counseling and guidance of that parent.<sup>67</sup>

Figures in a study made by the Metropolitan Life Insurance Company in 1940 indicate that in more than two-thirds of the cases, the death of a parent had occurred while the child was in his teens.<sup>68</sup> Fisher's more recent study showed that in October, 1949, 10 per cent of youngsters between ten and fourteen and 15 per cent of those between fifteen and nineteen were orphans. Of every thirty, nineteen had lost their fathers; ten, their mothers; and one, both parents.<sup>69</sup>

Besides living in homes broken by death, young people find their homes broken by desertion, divorce, and other causes such as military duties which keep the father away from home most of the time.<sup>70</sup>

If the home is broken because of incompatibility between the parents, the young person is affected not only

---

<sup>67</sup>Crow and Crow, op. cit., p. 63.

<sup>68</sup>"One Child in Nine in a Broken Family," Statistical Bulletin, XXV (March, 1944), pp. 4-6.

<sup>69</sup>Jacob Fisher, "Orphans in the United States: Number and Living Arrangements," Social Security Bulletin, 13:13-18, August, 1950.

<sup>70</sup>Wattenberg, op. cit., p. 185.

by the separation or divorce itself, but by the friction between the parents that led to the break. The boy or girl who is exposed to such conflict at an age where he lacks adequate emotional stability is consequently hindered in his emotional development. The situation is a tragic one, especially if the child really loves the absent parent. Often the adolescent is expected to be friendly with both parents, perhaps to live intermittently with each one, or to make his home with one and frequently visit the other.<sup>71</sup>

The loss of love to a child because of broken homes often results in his feeling a sense of rejection which may be expressed by various means: aggressiveness, hostility, or other behavior produced by rejection.<sup>72</sup> Fortunately, approximately 60 per cent of divorcing couples have no children, for children suffer most deeply from this loss of security, as well as from the social stigma when divorces occur.<sup>73</sup> About 20 per cent of the students in the ninth to twelfth grades were from broken homes, according to studies

---

<sup>71</sup>Crow and Crow, loc. cit.

<sup>72</sup>Percival M. Symonds, The Dynamics of Parent-Child Relationships (New York: Bureau of Publications, Teachers College, Columbia University, 1949), p. 105.

<sup>73</sup>Judson C. Landis and Mary G. Landis, Personal Adjustment Marriage and Family Living (New York: Prentice-Hall, Inc., 1955), p. 274.



made in urban high schools; in elementary schools the percentage was lower.<sup>74</sup>

Size of family. Psychiatrists have maintained that the larger the family, the less each one can benefit from the affection and guidance of the parents. A study by Stagner and Katzoff showed that there is a definite tendency for the children of smaller families to be better adjusted emotionally, to be more self-confident, more sociable than those of larger families. Although their study showed the differences not to be great, the investigators pointed out the fact that the differences were not great in family size either and that a sampling of large families might be expected to yield even more decisive results.<sup>75</sup>

Another group of investigators, as the result of a research project, came to the conclusion that entirely different personality types emerge from the large family than from the small family.<sup>76</sup>

Children within one family often grow up with sharply contrasted personalities, probably as the result of

---

<sup>74</sup>Bailey, Laton, and Bishop, op. cit., p. 161.

<sup>75</sup>Ross Stagner, Psychology of Personality (New York: McGraw-Hill Book Company, Inc., 1937), p. 323.

<sup>76</sup>James H. S. Bossard and Winogene Pratt Sanger, "The Large Family System--A Research Report," American Sociological Review, 17:9, February, 1952.

their using different methods and adopting different policies in their struggle for status within the family; especially is the pattern of intense rivalry typical of siblings who are close together in age. Symonds describes their struggle thus:

The older child, feeling threatened by a younger competitor whom he must strive to excel, may become serious, prudent, and conservative. The younger child with nothing to lose and everything to gain may become laughing, carefree, sociable, and unconventional. The older child may be thrifty; the younger child may gain satisfaction and prestige by spending freely for things which can be used for display. The older child in the family may make a good school record; the younger child whose school record may be less creditable may find recompense in being a favorite with schoolmates.<sup>77</sup>

Each child within the family actually grows up in a different environment from his brothers and sisters; for instance, not infrequently the youngest child in a family is overprotected and indulged, suffering from the same relationship difficulties as an only child. As the result, a youngest child sometimes has trouble maturing psychologically and taking on adult responsibilities when the time comes.

While some statistical studies of only children indicate that they are little different from children in larger families, clinical studies show that an only child often suffers from various disadvantages such as forming a

---

<sup>77</sup>Symonds, op. cit., p. 101.

mother fixation and finding it difficult in adolescence to emancipate himself from his parents, who likewise find the adjustment most difficult to make.<sup>78</sup>

Social adjustment. Probably the area in which teen-agers meet some of their most pressing problems is in adjustment to social life. Although many youngsters adjust to more mature social relationships readily and smoothly, others find it difficult to adjust to the new demands.<sup>79</sup>

Social adjustment, or one's relationship to other human beings, comes to have increased significance at the secondary level. At this period of their lives, young people sometimes unwittingly reveal uncertainty about themselves or about their relationship to their surroundings through their shyness or its opposite, undue self-assertiveness. Their talkativeness, writing, participation in discussions, choice of reading, choice of activities, and choice of church all give evidence of their judgment and information about themselves. Their response to one, or to many, human beings becomes greatly intensified at the secondary level.<sup>80</sup>

---

<sup>78</sup>Ibid., p. 106.

<sup>79</sup>Wattenberg, op. cit., p. 307.

<sup>80</sup>Bailey, Laton, and Bishop, op. cit., p. 155.

Poor social adjustment is the result of over-indulging a child. The child who has been pampered becomes a demanding, bossy, selfish, cocky, show-off teen-ager.<sup>81</sup> The secure child develops into a well-adjusted teen-ager with desirable character qualities; he's honest, straightforward, dependable, friendly, enthusiastic and interested. To evaluate the influence of a happy home environment Anna Freud and Dorothy Burlingame proved in their study that children growing up in families show greater liveliness and more social responsiveness than children growing up in institutions.<sup>82</sup>

Unity of religious beliefs. Studies show that religious influence upon children is by no means a thing of the past, as it is often thought to be. Allport reports that in 19 per cent of the cases he studied, religion is reported to have a "very marked" influence in the upbringing of a child; in 42 per cent, a "moderate influence"; in 33 per cent, "slight"; and in less than 7 per cent, "non-existent."<sup>83</sup>

This study included the factor "unity in religious beliefs" within the home--whether or not parents were

---

<sup>81</sup>Symonds, op. cit., p. 55.

<sup>82</sup>Ibid., p. 125.

<sup>83</sup>Gordon W. Allport, The Individual and His Religion (New York: The Macmillan Company, 1950), p. 38.

agreed in their religious beliefs--because family discord of any kind seems particularly unfortunate in its effects upon a student.<sup>84</sup> The religious beliefs of a married couple can be either a cement to help hold their marriage together or a disruptive force in their lives. Even if they are both religious people, if they are of vastly different religious faiths, that difference becomes a real hazard to their happiness. Church officials of the Catholic, Protestant, and Jewish faiths all strongly urge young people not to marry those whose beliefs are different from their own.<sup>85</sup>

Three large studies of mixed marriages, which included approximately twenty-five thousand couples living in three widely separated sections of the country, have been made by sociologists. All three studies showed the same results: that more than ordinary hazards to success are involved in the mixed religious marriage. The studies were based upon the religious background of the couples and the percentage of the marriages that ended in divorce or separation. The results were as follows:

If a Catholic had married a Catholic, slightly over 4 out of 100 marriages had ended in divorce or separation. If Jew had married Jew, approximately 5 out of

---

<sup>84</sup>Heaton and Weddon, op. cit., p. 189.

<sup>85</sup>Landis and Landis, op. cit., p. 162.

100 marriages led to divorce or separation; if Protestant had married Protestant, 6 out of 100. If a Catholic had married a Protestant, however, 14 out of 100 had ended in divorce or separation.<sup>86</sup>

An interesting sidelight was the fact that if both members of a couple had no religion at all, the divorce rate was considerably higher: approximately eighteen out of one hundred had ended in divorce or separation. Very similar misunderstandings arise in homes where a person who is religious married someone who has no religious faith, because their sense of values in life differs so much. A religious faith contributes much that is valuable in family living and in individual personality development.<sup>87</sup>

#### IV. STUDIES SHOWING THE RESULTS OF SPEECH TRAINING

Moore,<sup>88</sup> Rose,<sup>89</sup> and Gilkinson<sup>90</sup> have done studies showing that changes in personality traits occur as the

---

<sup>86</sup>Ibid.

<sup>87</sup>Ibid., p. 166.

<sup>88</sup>Glen Moore, "Personality Changes Resulting from Training in Fundamentals of Speech," Speech Monographs, 2:56-59, October, 1935.

<sup>89</sup>Forrest R. Rose, "Training in Speech and Changes in Personality," The Quarterly Journal of Speech, 26:193-96, April, 1940.

<sup>90</sup>Howard Gilkinson, "Indexes of Change in Attitudes and Behavior among Students Enrolled in General Speech Courses," Speech Monographs, 8:23-33, Research Annual, 1941.

result of speech training. If such is true, the speech class should certainly be a place where the student becomes prepared to meet real life situations, not just a place where he completes another credit for graduation.<sup>91</sup>

Knower has also found significant changes in Speech Attitude Scale scores when his scale was administered at two different times during periods of speech training. His study lends support to the theory that speech training has a positive effect upon the personality of the student. The Minnesota Inventory of Social Behavior was given with the same intervals between administrations as the Speech Attitude Scale. Results showed that the average score at the end of the course was always higher than the average score when the test was first given.<sup>92</sup>

Moore measured the improvement in personality adjustment of thirty-five college sophomores and freshmen in a course in Speech Fundamentals. At the beginning of the course he gave the Bernreuter Personality Inventory and took a survey of the speech personality of each student. Speech projects were then prescribed according to the individual needs of each one. Assignments included work in

---

<sup>91</sup>Geraldine Garrison, "High School Speech Based on Student Needs," The Quarterly Journal of Speech, 28:219, April, 1942.

<sup>92</sup>Gilkinson, op. cit., p. 23.

debate, one-act plays, voice, speech, and oral interpretation of literary masterpieces. At the end of the quarter, the mental hygiene tests revealed a very marked development toward adjustment in all areas measured. Not only did the marked introverts show great improvement, but the scores of some indicated that they had become extroverts. All, with a few exceptions, showed an improvement in emotional stability. The most marked gains were in self-assurance, which was now pronounced in every case where the first test had showed a low score.<sup>93</sup>

After having 883 students rate a course or courses in high school dramatic arts, Bavely found that they expected dramatic arts courses to produce tangible and lasting improvement in language, emotional control, and personality.<sup>94</sup>

Hamilton found the psychodrama, or "new theatre," to be beneficial in speech adjustment for students both on the high school and college level. He cited two examples of therapeutic casting and its results. Two boys who hated each other were cast in the roles of very good friends.

---

<sup>93</sup>Glen Ezra Moore, "Personality Changes Resulting from Training in Speech Fundamentals" (unpublished Master's thesis, The University of Denver, Denver, Colorado, 1933), p. 53.

<sup>94</sup>Ernest Bavely, "High School Students Rate Dramatic Arts," The Quarterly Journal of Speech, 35:337, October, 1949.



One of the boys had a glass eye as the result of an injury caused by the other boy. Although there was friction at first during rehearsals, by the time the play was presented, the boys were good friends. Another boy in the class who had to use a cane because of a previous attack of infantile paralysis was cast in a character role. He was so happy to be the center of attention for a reason other than his handicap that he actually overplayed the part.<sup>95</sup>

Murray spoke of the value of acting also as a mental hygiene measure. He suggested that a person be given a part that would compel him to develop attitudes in which he was presently deficient, attitudes which he needed to develop for the sake of his own adjustment. For example, the timid person should be given an aggressive part; the unstable individual, a dignified, deliberate part to play. Murray also suggested debate and argumentation as being helpful speech activities for the person with submissive attitudes.<sup>96</sup>

Rose investigated the validity of the assumption that an educational program which included speech training

---

<sup>95</sup>John L. Hamilton, "The Psychodrama and Its Implications in Speech Adjustment," The Quarterly Journal of Speech, 29:61-67, February, 1943.

<sup>96</sup>Elwood Murray, "Speech Training as a Mental Hygiene Method," The Quarterly Journal of Speech, 20:42-43, February, 1934.

affected the personality of the student to a greater extent than did an educational program omitting speech training. He limited his investigation to the traits of the Bernreuter Personality Inventory designated as neurosis, self-sufficiency, dominance-submission, and sociability. He used 582 students from nine colleges and universities, half enrolled in beginning speech classes and half not. The results showed that the speech group investigated made some decrease in neurotic tendencies. The critical ratio in sociability was too small to justify an assertion in the superiority of the group taking speech.<sup>97</sup>

Paulson reported on a study concerned with changes of confidence in a group of students during a period of speech training.<sup>98</sup> In the first quarter of Fundamentals of Speech at the University of Minnesota 271 students filled out Gilkinson's Personal Report on Confidence as a Speaker (hereafter designated PRCS) immediately after making their first speech in class. After ten weeks of speech training, when they again filled out the PRCS, all had increased in confidence during the speech training.

---

<sup>97</sup>Rose, op. cit., pp. 193-95.

<sup>98</sup>Stanley F. Paulson, "Changes in Confidence During a Period of Speech Training: Transfer of Training and Comparison of Improved and Non-Improved Groups on the Bell Adjustment Inventory," Speech Monographs, 18:260-61, November, 1951.

Another group of fifty-six students filled out the PRCS as did the group just mentioned. Then they gave their next speech in front of a class section other than their own, a class of strangers; and again they filled out the PRCS. The scores of both men and women showed that their improved confidence tended to remain even though they spoke to an audience composed of strangers.<sup>99</sup>

In making a study of the one hundred best adjusted and one hundred most poorly adjusted speakers of a group of 877 college freshmen, Chenoweth discovered that more well-adjusted speakers had had speech training in high school courses, as well as participation in plays and inter-school debate. His data was based on a case history questionnaire, Bernreuter score, and personal interviews with fifty students of each of the two groups. He concluded that "Continuous and varied opportunity for speaking experience and instruction in speaking facilitates later adjustment to speaking situations."<sup>100</sup>

Although surveys that have been made in various areas of speech and studies that have been conducted by specialists in the field attempting to find the relationship between speech and other individual factors have been

---

<sup>99</sup>Chenoweth, op. cit., p. 587.

<sup>100</sup>Ibid.

many, those indicating a relationship between certain traits of personality and achievement in public speaking are most pertinent to this study. Experiments by Murray, Knower, Chenoweth, and Dow all indicate the presence in effective speakers of favorable personality traits. Even more closely allied to this study are those revealing that favorable speech attitudes are conducive to ease and effectiveness in speaking ability, although not all studies of speech attitudes and adjustment have shown significant results--perhaps (or partially) because reliable techniques for the study of personality have been developed only in recent years.

Although the studies discussed in this chapter include only a small percentage of the statistical studies in speech which have been made in recent years, they indicate some of the many ways in which statistical analysis has been used in this field. Knower, Moore, Bavelly, Hamilton, Murray, Rose, and Paulson are among those whose studies substantiate the belief that speech training results in improved personality adjustment.

## CHAPTER III

### THE MATERIALS AND PROCEDURES USED

Materials used in securing information for evaluation, by means of correlations, for this study included group and individual standardized tests, questionnaires, and official school records. The investigator was the examiner in all cases, except for the administration of the Otis test.

#### I. GROUP STUDIED

The group of students tested in this investigation was comprised of the total enrollment of Lodi Academy, a Seventh-day Adventist secondary school, during the school year of 1952-1953. The group was about evenly divided according to residence: approximately one-half of the group were "day students," who resided with their parents or guardians in or near the vicinity of Lodi, California, situated in the San Joaquin Valley in the northern section of the state. The other half were "boarding students," who had come from their homes throughout the northern half of the state to reside in the academy dormitories during the school year.

All the academy students in Lodi Academy were tested, with the exception of those who were absent on the days when

the tests were administered. Sixteen were eliminated from the study for the above reason. Three more were eliminated for incorrectly recording their answers or for omitting portions of the test which were necessary for computing reliable results. After making the necessary eliminations, the investigator had complete information for a total of 288 subjects. The group included 173 girls and 115 boys. Enrollment by grades was as follows: freshmen, or ninth-graders, 64; sophomores, or tenth-graders, 80; juniors, or eleventh-graders, 88; and seniors, or twelfth-graders, 56.

## II. TEST MATERIALS AND PROCEDURES USED

Articulation test. The articulation test, which was given individually, consisted of the oral reading of a group of sentences which included all of the speech sounds used in all three positions within a word. The use of sentences which concealed the "test" word made it possible for the investigator to find the habitual articulatory errors easier than if the student had been on guard because he knew he was being tested on a group of significant words.<sup>1</sup>

The purpose of the articulation test for this particular study was to locate and to identify speech sounds

---

<sup>1</sup>Sara M. Stinchfield, "Practical Speech Measurements," The Quarterly Journal of Speech, 9:81, February, 1923.

which were characterized by distortions, omissions, or substitutions in order to determine the number of the articulatory errors as they occurred in the speech of the students tested for this study. If the articulatory errors had been analyzed for the purpose of outlining a remedial program, it would have been necessary also to determine under what conditions the errors were made and to analyze how the errors were produced.<sup>2</sup>

According to the practice of each speech correctionist, the examiner devised his own procedure for giving the articulation test, because it was necessary to modify standard techniques to fit each individual case.<sup>3</sup> The articulation test was given in the registrar's office at hours when the door could be locked so there were no interruptions. The student and the examiner each had a copy of the "Articulation Test Sheet."<sup>4</sup> The instructor also had for each student an individual "Phonetic Analysis Sheet" upon which to record systematically any errors in speech sounds made during the articulation test.<sup>5</sup> Each sound

---

<sup>2</sup>Charles Van Riper, Speech Correction: Principles and Methods (New York: Prentice-Hall, Inc., 1954), p. 173.

<sup>3</sup>Ibid., p. 172.

<sup>4</sup>A copy of the "Articulation Test Sheet" appears in Appendix B.

<sup>5</sup>A sample of the "Phonetic Analysis Sheet" also is included in Appendix B.

appeared on the record sheet written in phonetic transcription. Following the sound were three blanks indicating the initial, medial, and final positions of the sound within a word. Checks were placed in the blanks to record any substitutions, omissions, additions, or distortions that occurred during the student's reading of the sentences.<sup>6</sup>

The total number of articulatory errors made by each student was then correlated with the students' scores on Knower's Speech Attitude Scale, Form F.<sup>7</sup>

Iowa Silent Reading Advanced Test, Form Am.<sup>8</sup> Group tests were administered to groups of not more than fifty students at a time because that was the seating capacity of the examiner's classroom. Each of the classes--freshmen, sophomores, juniors, and seniors--was divided equally into two groups to facilitate the giving of the standardized group tests. This plan of division also kept the students with others of their own group, thus making the testing conditions as similar to the daily class situation as possible.

---

<sup>6</sup>Van Riper, op. cit., p. 181.

<sup>7</sup>Franklin H. Knower, Speech Attitude Scale, Form F. (Chicago: C. H. Stoelting Company, 1936), pp. 1-6.

<sup>8</sup>H. A. Greene, A. N. Jorgensen, and V. H. Kelley, Iowa Silent Reading Tests; New Edition, Advanced Test: Form Am (Chicago: World Book Company, 1943), pp. 1-16.



The instructor's purpose was to keep the testing situation as free from threat or anxiety as possible. When the students arrived, they were put at ease by casual conversation, a friendly atmosphere, and proper orientation to the tests in an effort to help reduce their tension and to increase the validity of the test results.<sup>9</sup> By realizing that these particular tests had no bearing upon scholastic standing and that they would help the student in an evaluation of himself and of his needs, the young people were freed of some of the anxieties, dread, frustration, depression, and inhibitions commonly experienced in testing situations.<sup>10</sup>

While some specialists in reading and in evaluation believe that available tests of reading do not adequately measure ability to read a variety of materials and to read for a variety of purposes,<sup>11</sup> the investigator selected the Iowa Silent Reading Advanced Test because as a whole the test is considered "a reliable device."<sup>12</sup>

---

<sup>9</sup>Daniel Sinick, "Anxiety in the Testing Situation," Personnel and Guidance Journal, 31:386-87, March, 1953.

<sup>10</sup>Ibid., p. 384.

<sup>11</sup>Kenneth L. Heaton and Vivian Weddon, The Failing Student (Chicago: The University of Chicago Press, 1939), p. 52.

<sup>12</sup>Donald G. Paterson, Gwendolen G. Schneidler, and Edmund G. Williamson, Student Guidance Techniques (New York: McGraw-Hill Book Company, Inc., 1938), p. 91.

Buros evaluates the Iowa reading test as follows:

The reliability of the Advanced Test is given in terms of the chance--half correlation of the scores of only 160 tenth-graders. No data are presented on the equality of Forms A and B. Validity is established only by comparing the titles of the subtests included with a single outline of silent reading skills which was developed some fifteen years ago. Statements with reference to the basis for the age, grade, and percentile norms are too indefinite, vague, and general to admit of critical evaluation.<sup>13</sup>

It measures "economically, accurately, and reliably the proficiency of pupils in high school and junior college in doing silent reading of the work-study type."<sup>14</sup>

Research has shown that there is no general silent reading ability; it is rather a composite of many skills. The Iowa Silent Reading Advanced Test covers a wide range of the reading skills. Eleven different types of material are covered in seven subtests that result in nine separate scores. The three broad general areas of silent reading abilities measured by the test are (1) rate of reading at a controlled level of comprehension; (2) comprehension of words, poetry, sentences, paragraphs, and longer articles; and (3) ability to use skills required in locating

---

<sup>13</sup>Oscar Krisen Buros, (ed.), Mental Measurements Yearbook (Bridgeport, Connecticut: Braunworth and Company, 1940), p. 348.

<sup>14</sup>Greene, Jorgensen, and Kelley, Iowa Silent Reading Tests, Manual of Directions (Chicago: World Book Company, 1943), p. 1.

information. Individual scores given on this widely used silent reading test are for rate, comprehension, directed reading, poetry comprehension, word meaning, sentence meaning, paragraph comprehension, use of index, and selection of key words. The pupil's median standard score on the seven subtests is used as the measure of his silent reading ability.<sup>15</sup>

Directions for scoring were followed specifically so that scores could be compared with the norms which had been derived for the tests.<sup>16</sup> When the scoring had been completed, the correlation was made with the Speech Attitude Scale.

Otis Self-Administering Test of Mental Ability, Higher Examination, Form C.<sup>17</sup> Years ago examinations were given only to measure the amount of information a person remembered about something he had studied not too long before.<sup>18</sup> Group intelligence tests, however, such as the

---

<sup>15</sup>Buros, op. cit., p. 349.

<sup>16</sup>Greene and Jorgensen, The Use and Interpretation of High School Tests (New York: Longmans, Green and Company, 1929), p. 86.

<sup>17</sup>Arthur S. Otis, Otis Self-Administering Tests of Mental Ability Higher Examination: Form C (Chicago: World Book Company, 1928), pp. 1-4.

<sup>18</sup>Frank D. Ashburn, "How Do You Test a Student?," The Atlantic Monthly, 186:53-57, July, 1950.

Otis Self-Administering Test of Mental Ability, have been developed for the measurement of the intellectual development of a child at the time of the testing. The greatest usefulness of such tests is in making a comparison of the mental equipment of large groups of individuals.<sup>19</sup> One advantage of the group test is that it minimizes self-consciousness and also provides stimulation by having other students all working busily within the same room.<sup>20</sup>

Evidence indicated that the Otis Higher Examination is as valid as, if not more valid than, most of the standard group intelligence tests at the high school level.<sup>21</sup> However, according to Buros,

The ages for which norms are given include a much larger range than the ages that are normal for the grades to which the tests were given to get norms. This makes the accuracy of these norms somewhat doubtful at both the lower and upper ends for each battery.<sup>22</sup>

Buros stated that the choice of the different test items is ingenious and exceptionally well done, though lacking

---

<sup>19</sup>Edna W. Bailey, Anita D. Laton, and Elizabeth L. Bishop, Studying Children in School (New York: McGraw-Hill Book Company, Inc., 1939), p. 46.

<sup>20</sup>June E. Downey, The Will-Temperament and Its Testing (Yonkers-on-Hudson, New York: World Book Company, 1923), p. 66.

<sup>21</sup>Paterson, Schneidler, and Williamson, op. cit., p. 67.

<sup>22</sup>Buros, op. cit., p. 236.

in variety. Some other intelligence tests use two and three times as many test items as Otis to cover the same range of mental levels.<sup>23</sup> Included in the thirty-minute test are seventy-five items of information, arithmetical reasoning, number series completion, opposites, analogies, proverbs, logical inference, and practical judgment. The intelligence tests of Dr. Otis are constructed in such a way that scoring is an easy matter and can be accomplished with astonishing rapidity.<sup>24</sup>

The same general procedures used in giving the Iowa Silent Reading Test were followed in the administration of the Otis examination. The Otis was the first of the tests to be given to the student group at Lodi Academy for the purpose of this study. It was given regularly during each school year as part of the academy's testing program. Other instructors, as well as the investigator, helped administer the test; therefore, it was possible to administer it to the entire student body simultaneously. Alternate forms were used during consecutive years so that no student was given the same form twice during his four-year stay at the school. The registrar scored the

---

<sup>23</sup>Buros, op. cit., pp.235-36.

<sup>24</sup>Paterson, Schneider, and Williamson, op. cit., pp. 66-67.

intelligence tests and tabulated the results, which were then given to the investigator for use in this study.

Speech Attitude Scale, Form F.<sup>25,26</sup> The Speech Attitude Scale was developed by Franklin H. Knower because he thought it possible to develop tests showing the relationship of personality characteristics to the effectiveness of the speaker. At the time of the study Knower did not know of any personality tests which had been designed specifically to analyze the personality of the speaker. He rather felt that new tests consisting of specific questions having to do with the speaking situation could be made more useful than former tests had been.<sup>27</sup>

The type of measurement used in the attitude scales was to differ from counting-measurement.<sup>28</sup> The scale was to be considered a subjective measuring instrument, an index of the way the student felt about speech.<sup>29</sup> Knower

---

<sup>25</sup>Knower, loc. cit.

<sup>26</sup>A copy of Knower's Speech Attitude Scale, Form F, appears in Appendix A.

<sup>27</sup>Franklin H. Knower, "A Study of Speech Attitudes and Adjustments," Speech Monographs, 5:132-33, Research Annual, 1938.

<sup>28</sup>C. Kirkpatrick, "Assumptions and Methods in Attitude Measurement," American Sociological Review, 1:83, February, 1936.

<sup>29</sup>Knower, op. cit., p. 134.

said the scale was designed to produce "a quantitative index of the individual's affective set or feeling toward his use of speech processes and activities."<sup>30</sup> Designed as an instrument of diagnosis and research, the scale, he stated, was based on "the demonstrated hypothesis that the way a person feels about his speech activities is a personality factor related to his proficiency in the use of speech."<sup>31</sup> According to his contentions, the person who enjoyed speaking, who was poised, confident and enthusiastic, would get a high score on the attitude scale. On the contrary a person who was timid, felt nervous, became frustrated or avoided speaking should get a low score on the scale.<sup>32</sup>

Not everyone agreed that attitude could be measured. Bain insisted that there was no surety that there would be a high relationship between one's verbal and adjustment behavior; in other words, he felt that using an opinion as an index of attitude would be an uncertain means of measurement.<sup>33</sup> Thurstone, in his discussion on this

---

<sup>30</sup>Franklin H. Knower, Manual and Norms for the Speech Attitude Scale, Revised (Chicago: C. H. Stoelting Company, 1936), p. 1.

<sup>31</sup>Ibid.

<sup>32</sup>Ibid.

---

<sup>33</sup>L. L. Thurstone, "Attitudes Can Be Measured," The American Journal of Sociology, 33:532, January, 1938.

subject, pointed out that a person might modify the expression of his attitude on a question for reasons of courtesy or inferiority, although he wouldn't actually be a liar. However, in answer to the suggestions that a man's action would be a safer index of his attitude, he pointed out that actions too might be distortions of a person's attitude. He cited the example of a politician who extended friendship and hospitality as part of his campaign strategy, while his real attitudes he expressed only to intimate friends. He concluded that people must remain content to use opinions as indices of attitude.<sup>34</sup>

The investigator worked upon the assumption that rapport was a vital factor in administering attitudes scales in an effort to have the students give honest reactions in taking the Speech Attitude Scale.<sup>35</sup> It was explained to the students that the only way they could have a true picture of themselves would be to answer as honestly and sincerely as possible.

Knower, in constructing this scale, used only statements which were exactly his feeling, and he worded them in such a way that it would be relatively easy to select

---

<sup>34</sup>Ibid.

<sup>35</sup>J. Wayne Wrightstone, "Techniques for Measuring Newer Values in Education," Journal of Educational Research, 35:518, March, 1942.



reactions. He avoided words with common double meanings, and he omitted negative choices which involved double negatives. He worded approximately half of the statements so that they suggested a negative meaning, and the remainder, a positive feeling. He then mixed up the two types of statements so that they could be answered only by giving careful attention to each one individually. Knower modified the Likert technique of attitude scaling--in which the responses were Strongly Disapprove, Disapprove, Undecided, Approve, and Strongly Approve--by using for his multiple choices: Almost Never, Seldom, Occasionally, Usually, and Almost Always. Thus Knower put the choice of personal feeling on a frequency basis rather than an intensity basis.<sup>36</sup>

Scaled progressively, the five choices on the positively worded items had values from "1" for the "Almost Never" choice to "5" for "Almost Always." Negatively worded statements were reverse in value. Thus, all favorable reactions had a constant positive value. When all other factors were constant, Knower deemed it wise to retain for the final form of his scale the items which covered the widest variety of speech activities possible. Ninety-six statements appear on Form F, which was used for this study.<sup>37</sup>

---

<sup>36</sup>Knower, "A Study of Speech Attitudes and Adjustments," op. cit., p. 138.

<sup>37</sup>Ibid., p. 175.

The items of Knower's scale were subjected to a process of item validation, with the result that all items showed statistically significant difference between groups of selected inferior and superior speakers. The mean scores and standard deviations of the distribution of scores in the indicated groups, as well as the number of cases in each group, have been tabulated as follows:<sup>38</sup>

	<u>Mean</u>	<u>Standard Deviation</u>	<u>No.</u>
College men . . . . .	297.50	48.75	2913
College women . . . . .	295.60	48.95	2194
High school men . . . . .	287.91	40.35	566
High school women . . . . .	286.86	44.70	723

Subjective tests--such as Knower's, which obtain information regarding the attitudes of a person before and during speaking, as well as his background, interests, and training--aid a teacher in individualizing his work, giving him almost a case-study approach. That was the outstanding reason for the choice of the Speech Attitude Scale as the basis for this study. Other tests falling into this same category include the Knower-Gilkinson Speech Guidance Questionnaire, the Miller-Murray Speech Inventory, and similar personality and temperament tests.<sup>39</sup>

---

<sup>38</sup>Knower, Manual and Norms for the Speech Attitude Scale, Revised, op. cit., p. 1.

<sup>39</sup>Karl F. Robinson, Teaching Speech in the Secondary School (New York: Longmans, Green and Company, 1952), p. 133.

Standardized Oral Reading Paragraphs.<sup>40</sup> Oral

reading ability was measured for this investigation by the Standardized Oral Reading Paragraphs, given individually to each student in the school. This test, which is one of the most widely used measurements of oral reading, was prepared by Dr. William S. Gray, who for many years has been recognized as one of the nation's outstanding leaders in the field of reading.<sup>41</sup> Rate, accuracy of reading, and quality of expression are the three elements in oral reading which can be measured. Since Gray's oral reading test measured two of these elements, it was selected for use in this investigation. The second reason for the choice was that its score, given in terms of grade level, lent itself easily to statistical comparison.

The manual does not give standardization data for this test; therefore,

the validity of the test can and should be determined by the individual with whom it is being employed by having him read aloud episodes from various types of graded material chosen in accordance with the test finding.<sup>42</sup>

---

<sup>40</sup>William S. Gray, Standardized Oral Reading Paragraphs (Bloomington, Illinois: Public School Publishing Company, --), pp. 1-4.

<sup>41</sup>Stuart A. Courtis, Measurement of Classroom Problems (New York City: General Education Board, 1919), p. 265.

<sup>42</sup>Buros, op. cit., p. 368.

According to Buros, the test, which is mainly a difficulty test, achieves its aim of measuring oral reading ability as well as any other oral reading test can do. All oral reading examinations apparently are weak in that they fail to measure satisfactorily such factors as bodily position, interpretation, phrasing, and rhythm, all of which are important in making oral reading effective.<sup>43</sup> Failure of the Gray's oral reading test to check on comprehension of what was read was of no particular hindrance in this investigation since the Iowa Silent Reading Test included adequate measurement of reading comprehension for the purpose of this particular study.

Gray's oral reading test consists of twelve paragraphs, ranging in increasing difficulty from the first, which is primer material, to the last, which is reading material of the twelfth grade level. The test was given under the same conditions as the articulation test, with the examiner recording on a separate copy of the test the errors made and the number of seconds required for the reading of each paragraph. Test scores were based upon the number of errors made and upon the speed of reading.<sup>44</sup>

---

<sup>43</sup>Ibid.

<sup>44</sup>Walter S. Monroe, "A Simplified Method of Determining a Pupil's Score on Gray's Oral Reading Test," School and Society, 15:538, May 13, 1922.

Washburne S-A Inventory, Thaspic Edition.<sup>45</sup> For testing the social and emotional adjustment of the students, the writer chose to use the Washburne S-A Inventory, Thaspic Edition, which yields nine scores: truthfulness, happiness, alienation, sympathy, purpose, impulse-judgment, control, wishes, and total. The examiner used for the purpose of this study scores for the two areas of adjustment included in this test: (1) self-adjustment (based on feelings of personal security), and (2) social adjustment (based on feelings of social security).<sup>46</sup> Throughout this study self-adjustment has been referred to as emotional adjustment.

Washburne's test is a questionnaire-type personality inventory, an eight-page booklet which includes an answer sheet for the 122 items, most of which are to be answered by yes or no. "To determine the degree of social and emotional adjustment"<sup>47</sup> is the purpose of the test as stated in the directions for its administration. "The coefficient of reliability as determined by a retest of approximately 400 college students after an interval of one semester is .92,"

---

<sup>45</sup>John N. Washburne, Washburne S-A Inventory, Thaspic Edition (Chicago: World Book Company, 1936), p. 1.

<sup>46</sup>Ibid.

<sup>47</sup>Buros (ed.), The Fourth Mental Measurements Year-book (Highland Park, New Jersey: Gryphon Press, 1953), p. 164.

according to the manual.<sup>48</sup> The biserial correlation coefficient of validity is given as .90.<sup>49</sup>

In Buros' review of the test, William Seeman, of the University of Minnesota, indicated that he did not feel the distinction between "social" adjustment and "emotional" adjustment was clear. He considered the test most useful as a crude screening device.<sup>50</sup> Lough and Breen likewise felt that the Washburne would be very useful as a screening device which could be administered to a group and scored relatively rapidly. They arrived at their conclusion after conducting a study in which they compared the Minnesota Multiphasic Personality Inventory and the Washburne S-A Inventory as a measure of the personality of 273 unmarried college women. The purpose of their investigation was twofold in determining (1) the relationship between scores on MMPI and the Washburne and (2) the relative value of the two for predicting personality adjustment.<sup>51</sup> The results of

---

<sup>48</sup>Washburne, Washburne Social-Adjustment Inventory, Thaspic Edition, Manual for Interpreting (Chicago: World Book Company, 1940), p. 12.

<sup>49</sup>Buros, loc. cit.

<sup>50</sup>Ibid.

<sup>51</sup>Orpha M. Lough and Mary E. Breen, "Comparison of the Minnesota Multiphasic Personality Inventory and the Washburne S-A Inventory as Measures of Personality of College Women," Journal of Social Psychology, 32:23, August, 1950.

their investigation indicated that the Washburne group test would help in identifying the students with personality difficulties.<sup>52</sup>

Many speech teachers in recent years have used psychological tests to determine personality traits which characterize good and poor speakers.<sup>53</sup> They believed that the pleasingness of the personality would be improved by spontaneous expression and that one who could express himself properly was more happily adjusted socially than was the timorous speaker.<sup>54</sup> Although personality traits cannot be diagnosed as accurately by testing as can scholastic aptitude and achievement, there are now a number of fairly reliable tests of this type.<sup>55</sup> Available personality inventories range from attempts to measure feelings of inferiority, on the one hand, to attitudes, on the other.

As was true of the Knower Scale, it was possible in taking the Washburne Inventory for a student to cover up or to exaggerate symptoms according to his impulses; however, the truthfulness score, which must be figured first in

---

<sup>52</sup>Ibid., pp. 28-29.

<sup>53</sup>Fillmore H. Sanford, "Speech and Personality," Psychological Bulletin, 39:831, December, 1942.

<sup>54</sup>Edwin G. Flemming, "Expression and Personality," The Quarterly Journal of Speech, 18:270, April, 1932.

<sup>55</sup>Paterson, Schneidler, and Williamson, op. cit., p. 170.

scoring the Washburne test, indicated whether or not the student seemed honest in his responses. The examiner again attempted to establish an effective rapport between himself and the students by pointing out the advantages in the student's willingness to take an objective attitude in the matter.<sup>56</sup> Later on, the students showed an unusual interest in studying their own profiles on the personality test and in counseling with the examiner regarding the results.

One diagnostic instrument that Washburne used in the construction of his inventory was the wish, shown by his previous studies to have considerable significance. He was able to make significant interpretations about the student's adjustment by the way the young person expressed three wishes in various ways on the inventory.<sup>57</sup> The examiner used the scoring key prepared by Washburne, assuming the reliability and the validity of the test.

### III. QUESTIONNAIRES AND OTHER INFORMATION OBTAINED

Age and grade level. The students' age and grade level were secured from the registrar's office, information being taken from each student's official registration card.

---

<sup>56</sup>Ibid., pp. 183-84.

<sup>57</sup>Percival M. Symonds, Diagnosing Personality and Conduct (New York: The Century Company, 1931), pp. 207-8.



Home situation. Three factors regarding the home situation were considered for the study: (1) size of family, (2) residence with parents, and (3) unity of religious beliefs. The size of family was entered on the Washburne S-A Inventory in answer to the question, "How many brothers and sisters do you have?"<sup>58</sup>

Information about residence with parents was given on the Washburne inventory in answer to the questions, "When you are not away at school, do you live at home with both your parents?" and "If not, with whom do you live?"

On each student's registration blank was found the religious affiliation or preference of each parent. From this information was compiled a list of students whose parents both have the same religious preference and another of those whose parents differ from each other in their beliefs--regardless of religious denomination preferred. However, since Lodi Academy is a Seventh-day Adventist school, the majority of parents claiming church affiliation were members of that denomination. Other faiths mentioned were Baptist, Methodist, Catholic, and Church of God.

Scholarship. The grade point average of each student's credits earned on the secondary level until the

---

<sup>58</sup>Washburne, Washburne S-A Inventory, Thaspic Edition, op. cit., p. 1.

time of this investigation were figured by and secured from the registrar of the academy.

#### IV. HANDLING OF RESULTS

After the information had all been gathered, the tests scored, and the results tabulated, the investigator made the statistical comparisons, found the standard deviations and critical ratios, and made the final analysis. The Pearson r, or linear, correlation was used for the comparison of speech attitudes with the factors of age, articulation, grade level, oral reading ability, scholarship, silent reading ability, emotional adjustment, intelligence, size of family, and social adjustment. Biseriial correlations were used for determining the correlation between speech attitudes and sex, residence with parents, and unity of religious beliefs.

## CHAPTER IV

### RESULTS OF STUDY AND THEIR INTERPRETATION

This study was concerned primarily with determining the nature and extent of the correlation between the speech attitudes of the students enrolled in Lodi Academy in 1952-1953 and thirteen physical, educational, and psychological factors. The results were achieved by use of the standardized tests, questionnaires, and procedures discussed in Chapter III.

Although there are numerous ways of computing correlations, all have one purpose in common: to state mathematically the degree to which some varying things tend (or do not tend) to vary together.<sup>1</sup>

The Pearson  $r$ , most common type of correlation, was used in determining the relationship between speech attitudes and each of the following: age, grade level, oral reading ability, scholarship, silent reading ability, articulation, emotional adjustment, intelligence, size of family, and social adjustment. Bilinear correlations were used for sex, residence with parents, and unity of religious beliefs.

---

<sup>1</sup>William Bruce Cameron, "Tell Me Not in Mournful Numbers," National Educational Association Journal, 47:3, March, 1958.

## I. PHYSICAL FACTORS

Age. The first problem in this study concerned the relationship between age and speech attitudes; specifically, to find what correlation existed between the two factors.

The correlation between speech attitudes and age was found to be .009, which indicated an insignificant relationship between these two factors at the .05 level. The relationship is shown in Figure 1.

Much time and effort through the years have been spent in obtaining descriptions of traits characteristic of various age levels. These descriptions have been fragmentary, incomplete, and sometimes contradictory. However, they have constituted the only basis for deciding wherein a child is like, and wherein he is unlike, others of his age.<sup>2</sup>

Figure 1 shows that the average age of the Lodi Academy students who had the highest scores on Knower's Speech Attitude Scale, Form F, was two years above the average age of those who had the lowest scores on speech attitudes; but, considering the fact that there were only four of the 288 students in each of these two groups, the results were not

---

<sup>2</sup>Edna W. Bailey, Anita D. Laton, and Elizabeth L. Bishop, Studying Children in School (New York: McGraw-Hill Book Company, Inc., 1939), p. 25.

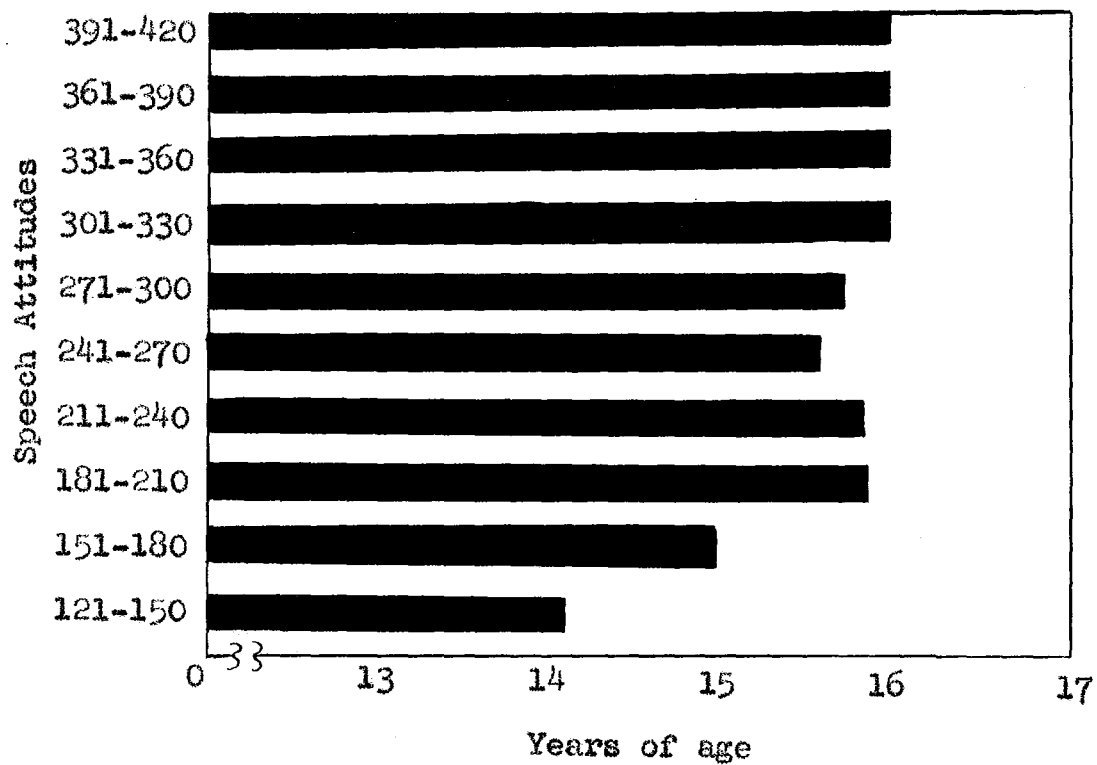


FIGURE 1

RELATIONSHIP BETWEEN AGE AND SPEECH ATTITUDES

■ Average age of students who had designated score on speech attitude scale

conclusive. There was no noticeable difference in the average age of students in the various designated groups.

Sex. Figure 2 compares speech attitudes and sex. There was a negligible correlation of .06 between sex and speech attitudes. The relationship was so low that it was not worthy of confidence at the .05 level. Therefore, it cannot be considered that there was a meaningful relationship between the two.

The percentage of boys who had top scores was a trifle less than the percentage of girls who had the same designated scores on the speech attitudes scale. This was true also of four other scores. No girls had scores in the range from 121 to 150 on speech attitudes. In the largest group, those with speech attitude scores of 271-300, the percentage of boys was considerably larger; however, in the next largest group, with scores of 241-270, the percentage of girls was considerably higher. The graph indicates no outstanding difference in the speech attitudes of the two sexes.

## II. EDUCATIONAL FACTORS

Grade level. The results of the comparison shown in Figure 3 indicate that there was a substantial correlation of .52 between speech attitudes and grade level. It was significant at the .01 level.

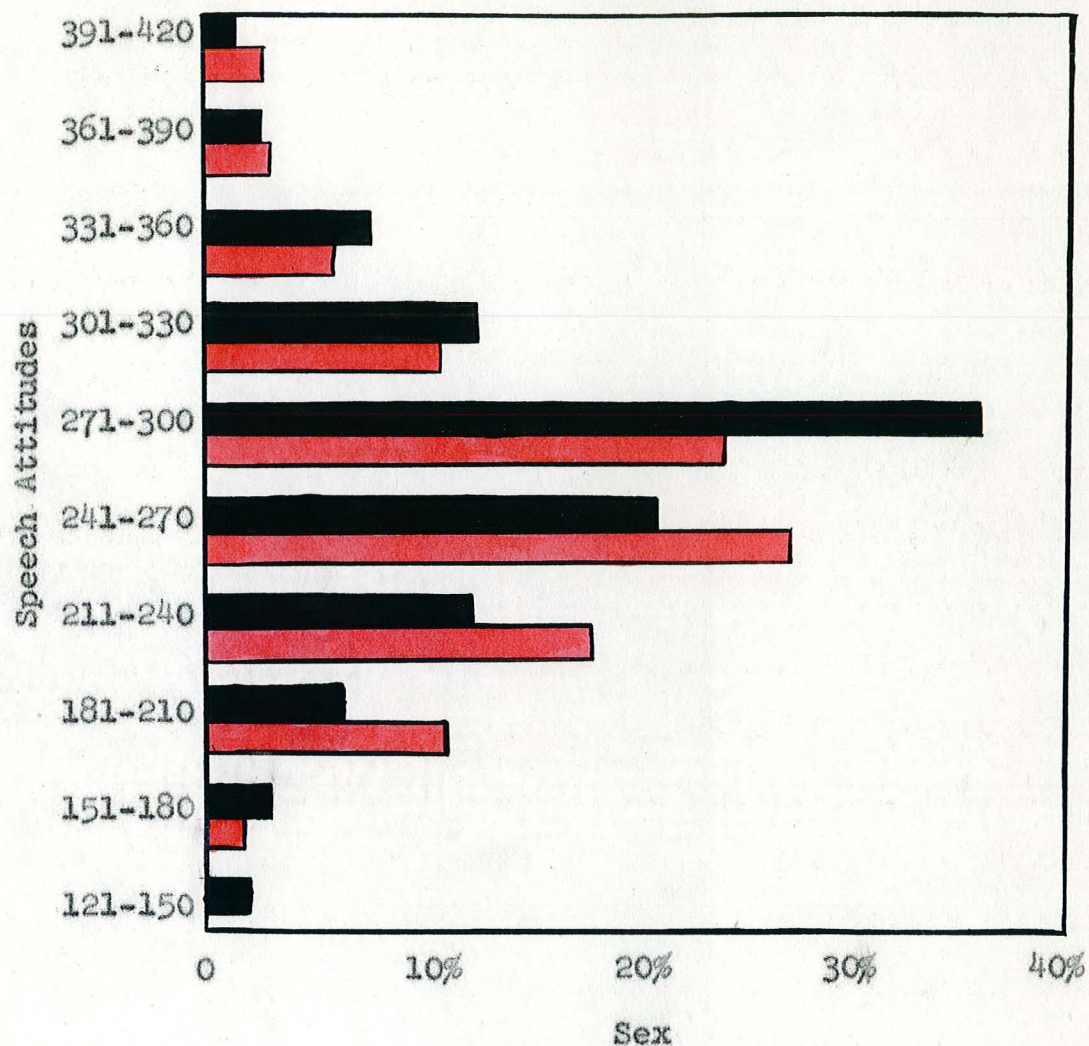
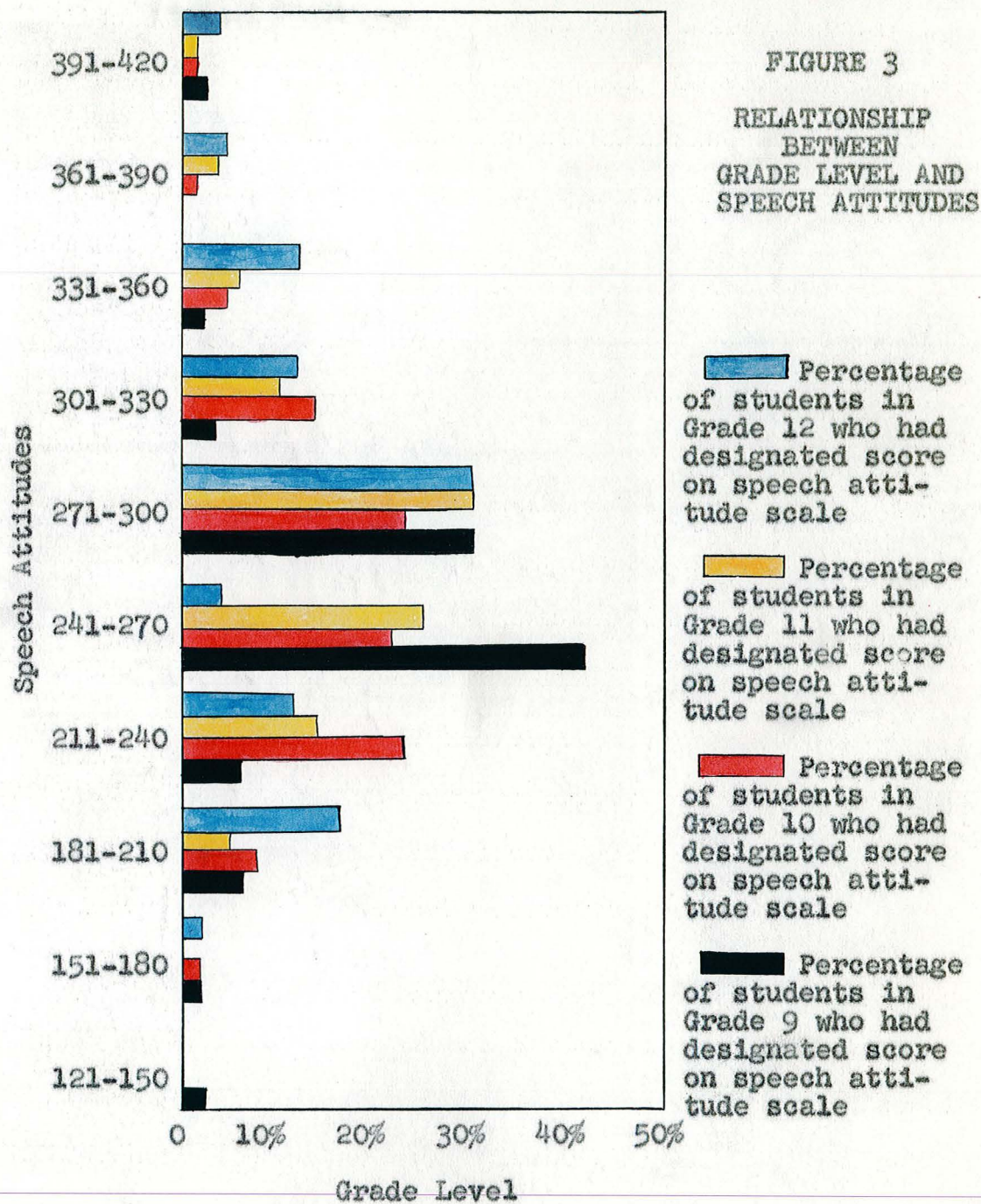


FIGURE 2

## RELATIONSHIP BETWEEN SEX AND SPEECH ATTITUDES

- Percentage of boys who had designated score on speech attitudes scale
- Percentage of girls who had designated score on speech attitudes scale







Of the students who received the four highest groups of scores in speech attitudes, from 300-420 points, the class having the largest percentage--with one exception--was the twelfth-grade class. In the fourth bracket the sophomores showed a slightly higher percentage of their class. The same percentage of seniors, juniors, and freshmen had scores in the fifth bracket of 271-300. While the largest percentage of junior and senior scores fell in this range, the sophomores had the same percentage of scores in the 211-240 range as they did in this 271-300 range. The largest percentage of freshmen had scores ranging from 241-270.

Oral reading ability. The correlation between speech attitudes and oral reading ability was .12, which was barely significant at the .05 level, and showed no significance at the .01 level. Figure 4 shows the relationship between oral reading ability and speech attitudes.

The investigator was unable to explain why the highest grade levels of oral reading ability were reached by both the students with the highest speech attitudes scores and the students with the lowest scores on Knower's inventory.

Although the correlation between oral reading ability and speech attitudes, for the purpose of this study, showed only a slight relationship, Baird and Knower pointed out

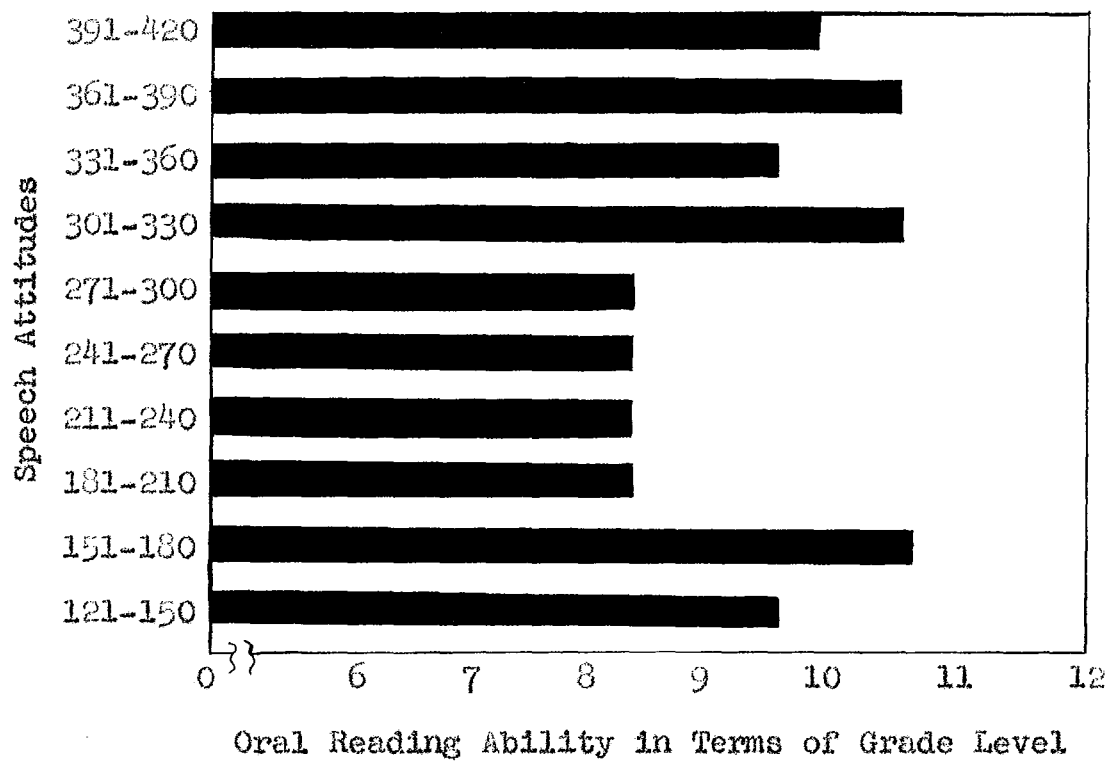


FIGURE 4

RELATIONSHIP BETWEEN ORAL READING ABILITY  
AND SPEECH ATTITUDES

■ Average grade level of students who had designated score on speech attitude scale

the fact that effective oral reading depends upon many of the processes involved in effective speaking: articulation, confidence, directness, physical expression, and voice control. They admitted, however, the differences which also exist: that many people speak well and read poorly, while others read well but speak poorly. They attributed these differences to the fact that the sources of the ideas expressed might be responsible.<sup>3</sup>

Scholarship. The correlation between speech attitudes and scholarship was .014. This relationship, which was not significant at the .05 level, is shown on Figure 5.

Another graph for which the investigator had no explanation is Figure 5, which shows two groups of students with extremely variant speech attitudes as having the highest scholarship average. In this particular study the students in the lowest bracket, 121-150, had a grade-point average of 2.0; while those in next to the highest group of speech attitude scores, 361-390, had a grade-point average of 1.8.

The difficulties in using teachers' marks to determine scholastic success were thoroughly realized during the course of this study. The unreliability of teachers'

---

<sup>3</sup>Albert Craig Baird and Franklin H. Knower, General Speech (New York: McGraw-Hill Book Company, Inc., 1949), p. 429.

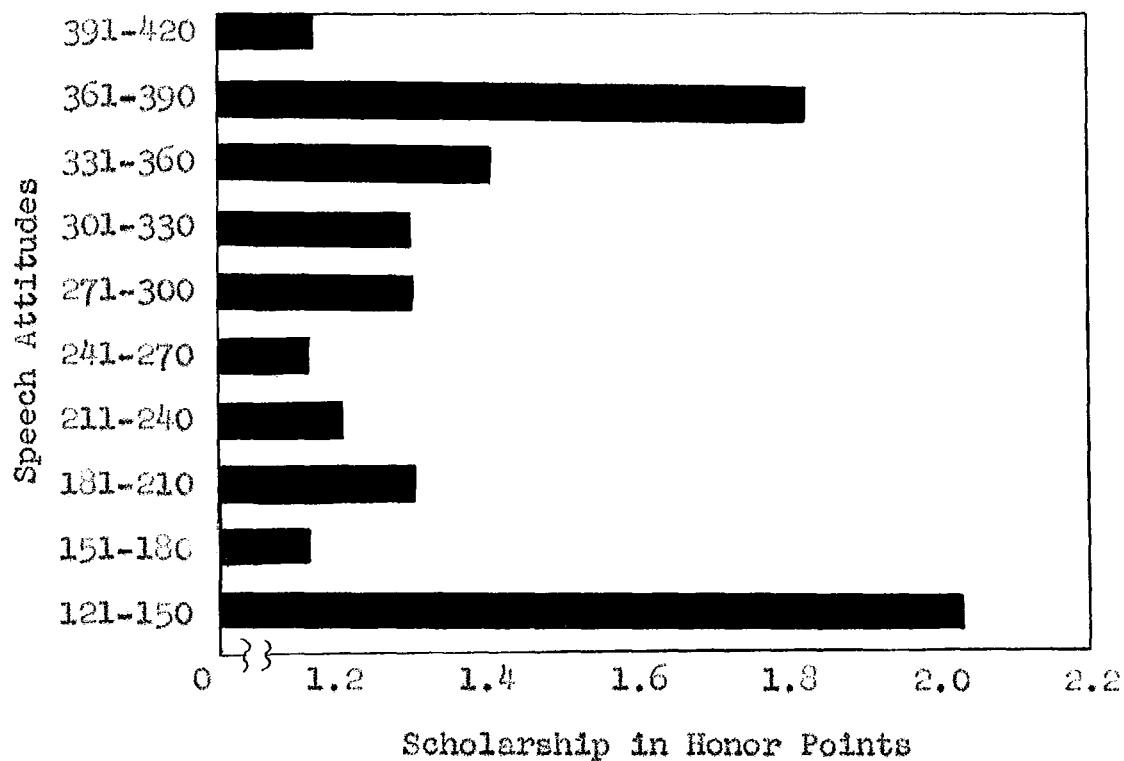


FIGURE 5

RELATIONSHIP BETWEEN SCHOLARSHIP  
AND SPEECH ATTITUDES

■ Average scholarship of students who had  
designated score on speech attitude scale

NOTE: Honor points were computed by the following method: 2 honor points for "B," or Above Average; 1 honor point for "C," or Average; 0 honor points for "D," or below average.

marks is a fact too well established to need verification. The investigator was fully aware of the fact that comparisons of teachers' marks with test scores of standardized tests have revealed that the standard of grading has varied from school to school and that teachers' marks have therefore been considered by many to be entirely unreliable.<sup>4</sup>

Another possible factor influencing the reliability of teachers' marks is the fact that men teachers apparently have been known to give higher grades to boys than to girls, and that women teachers generally have had a tendency to overrate girls.<sup>5,6</sup>

Inasmuch as scholarship was used for the purpose of this study only for comparison of the students within one school--for a comparison of boys and girls all taught by the same faculty group--the marks given by the teachers have been accepted as being reliable enough for determining the correlation between scholarship and speech attitudes.

Although poor marks and failures in school can have many causes, it is very likely that personality is an

---

<sup>4</sup>P. J. Olckers, "School Grades and Classes," Journal of Sociological Research, 1:172-82, November, 1950.

<sup>5</sup>Herbert G. Espy, The Public Secondary School (San Francisco: Houghton Mifflin Company, 1939), p. 97.

<sup>6</sup>H. R. Douglass and H. E. Olson, "The Relation of High School Marks to Sex in Four Minnesota Senior High Schools," School Review, 45:283-87, April, 1937.

important area for consideration, if the student has a reasonable amount of intelligence and is not subjected to extremely unfavorable influences in his environment.<sup>7</sup>

Silent reading ability. The correlation between speech attitudes and silent reading ability was found to be .16, which showed only an indifferent, or a negligible, relationship. Figure 6 indicates this.

On this graph also, both the students with the highest and the lowest scores in speech attitudes had the highest average grade level for silent reading ability; however, this fact is not significant since there were only four students in each of these groups.

Reading was selected for this study as one factor to be correlated with speech attitudes because personality and reading development have been shown to be interrelated and interdependent.<sup>8</sup>

The close relationship between speech and reading problems causes educators to watch for difficulties in one area whenever they are observed in the other area.<sup>9</sup>

---

<sup>7</sup>J. Roswell Gallagher, "Why Boys Fail," The Atlantic Monthly, 185:49-52, May, 1950.

<sup>8</sup>Elva E. Knight, "Personality Development through Reading," Reading Teacher, 7:21-27, January, 1953.

<sup>9</sup>Willard Abraham, "Speech Difficulties of Children," The Elementary School Journal, 55:96, October, 1954.

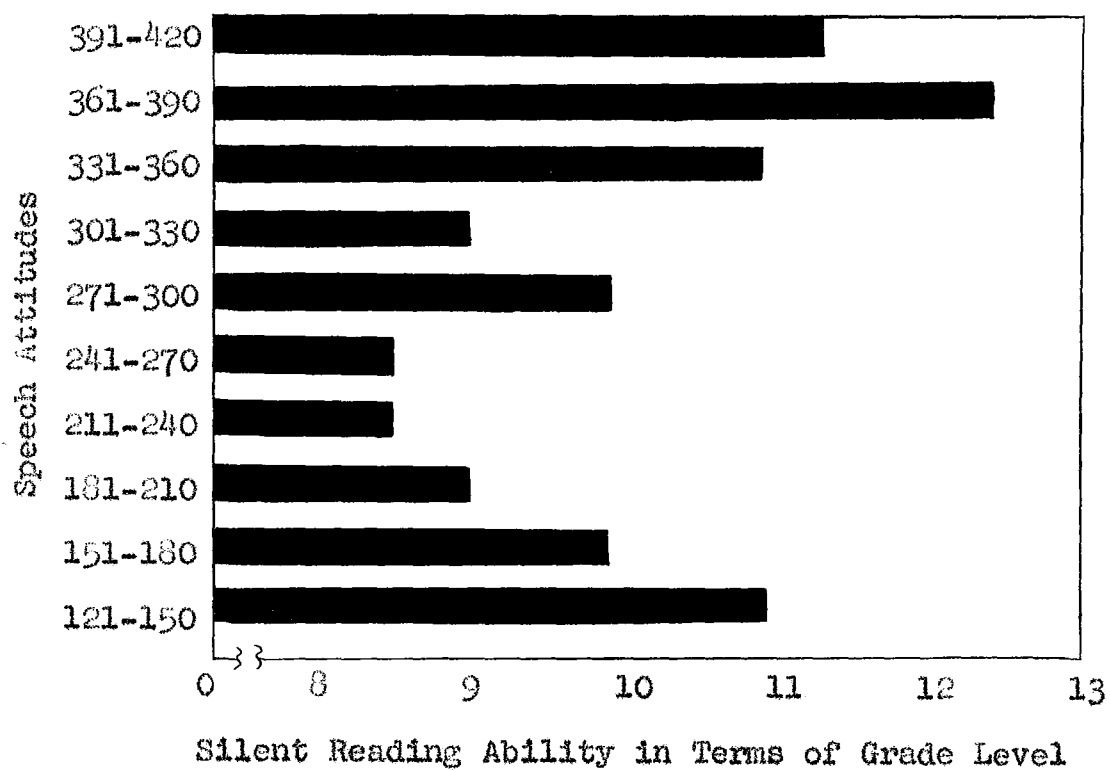


FIGURE 6

RELATIONSHIP BETWEEN SILENT READING ABILITY  
AND SPEECH ATTITUDES

■ Average silent reading ability of students  
who had designated score on speech atti-  
tude scale

A teacher concerned with the development of his pupils into wholesome, well-adjusted adults needs an understanding of the speech characteristics of children.<sup>10</sup> Although there has been lack of agreement as to the extent of correlation, there has appeared to be a relationship between speech difficulties and deficiencies in reading ability.<sup>11</sup>

### III. PSYCHOLOGICAL FACTORS

Articulation. The correlation between speech attitudes and articulation was  $-.001$ . The relationship was so low that it was not worthy of confidence at the  $.05$  level. Since the relationship was so limited, the graph has been omitted.

Emotional adjustment. Figure 7 compares speech attitudes and emotional adjustment. There was an indifferent, or a negative, correlation of  $-.15$  between emotional adjustment and speech attitudes.

Figure 7 shows that the two groups of students whose average rated them as well-adjusted on emotional adjustment

---

<sup>10</sup>Ibid., p. 94.

<sup>11</sup>A. Sterl Artley, "Oral-Language Growth and Reading Ability," The Elementary School Journal, 53:321-26, February, 1953.



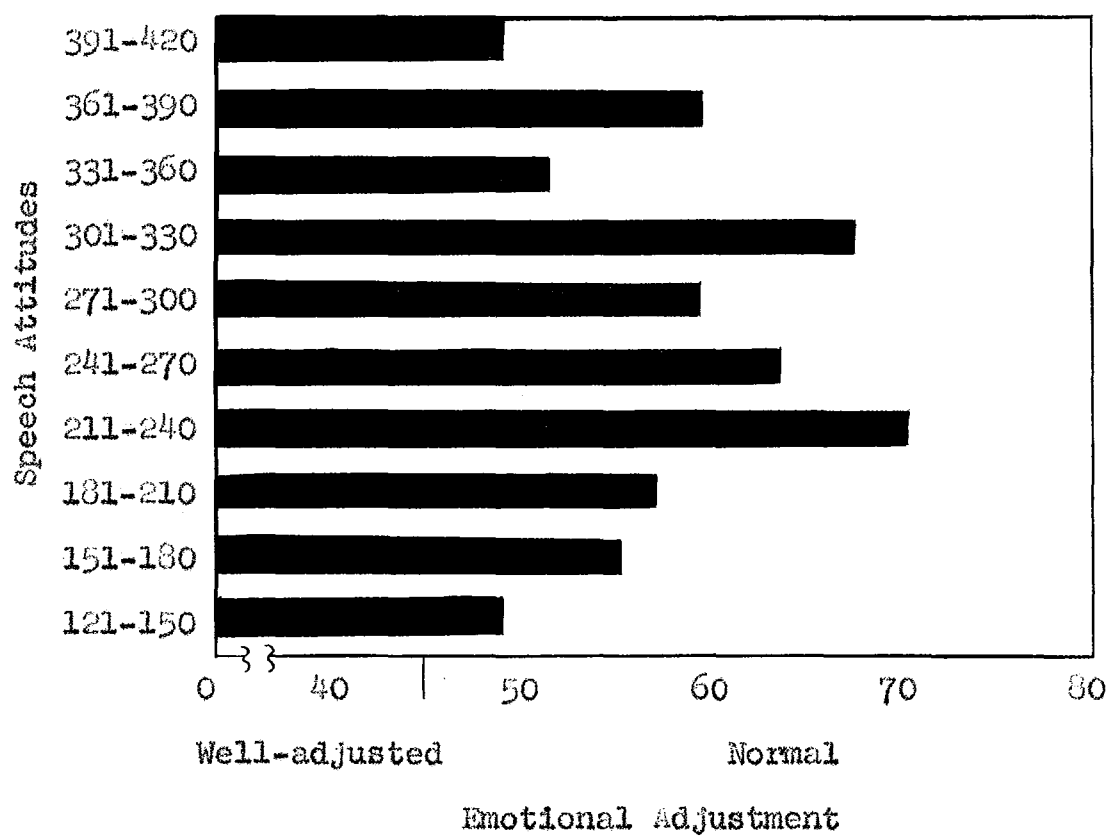


FIGURE 7

RELATIONSHIP BETWEEN EMOTIONAL ADJUSTMENT  
AND SPEECH ATTITUDES

■ Average score on emotional section of  
Washburne of students who had designated  
score on speech attitude scale

were those scoring highest and those scoring lowest on speech attitudes. Students whose averages placed them in all of the other groups came within the normal range for emotional adjustment, which is a composite of their scores for purpose, impulse-judgment, and self-control.

Intelligence. The results of the comparison shown of Figure 8 indicate that there was a substantial, or marked, correlation of .44 between speech attitudes and intelligence, which indicates that there was a meaningful relationship between the two.

Figure 8 shows no particular trend in the average I.Q.'s of the students who had the various designated scores on the speech attitude scale. Those who had 211-240 points in speech attitudes had the lowest average I.Q.; those with 351-390 points had the highest. Those with the lowest scores on Knower's scale had the same average I.Q. as those who ranked highest and as those who ranked third highest on Knower's scale.

Although intelligence as used in this study was measured on the basis of only one test, the important thing in correlating intelligence with speech attitudes was to know the young person's standing within his own particular school, his superiority or inferiority with regard to the members of that group only.

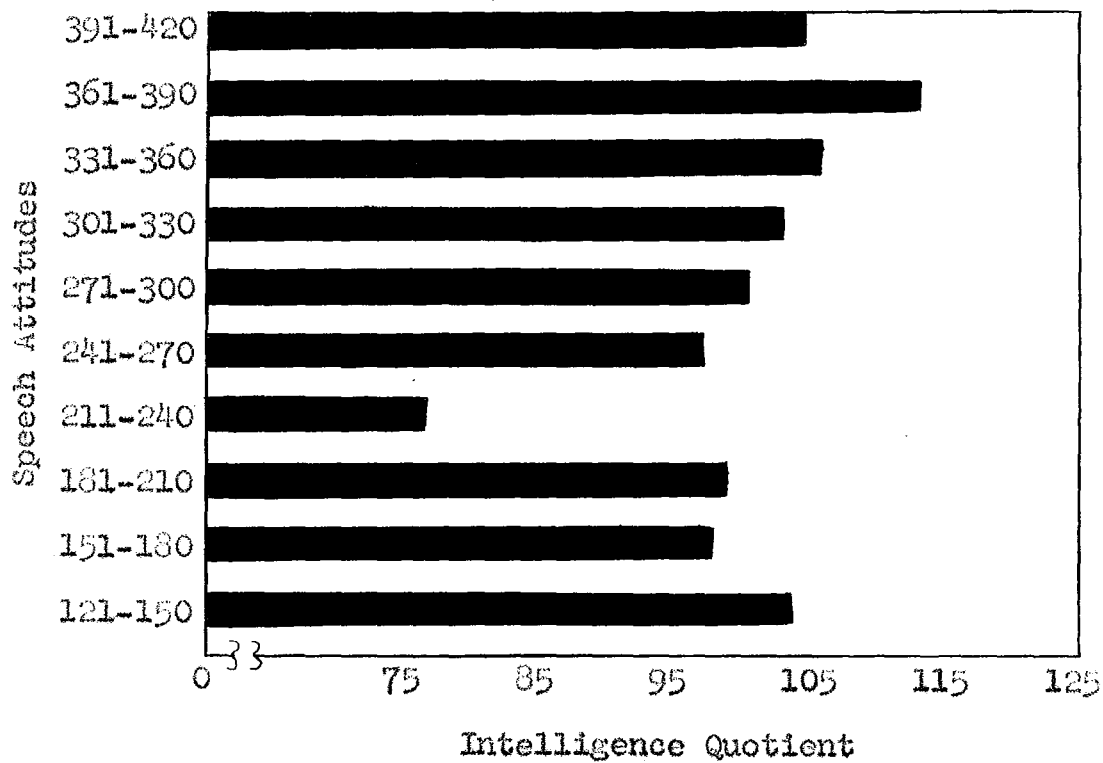


FIGURE 8

RELATIONSHIP BETWEEN INTELLIGENCE  
AND SPEECH ATTITUDES

■ Average I.Q. of students who had designated score on speech attitude scale

Residence with parents. The correlation between speech attitudes and residence with parents was .07, which showed a negligible relationship. Figure 9 indicates the relationship of these two factors.

In half of the groups of speech attitudes scales the percentage of students living with both parents was greater than the percentage of young people living with only one or neither of their parents; however, the difference in percentages was not great except for those having speech attitude scores of 271-300. The investigator had no satisfactory explanation for the fact that of the students in the next higher group, with scores of 301-330, the percentage of students who did not live with both parents was noticeably greater than the percentage of those who lived with both parents.

Size of family. The results of the comparison shown on Figure 10 indicate that there was a substantial correlation of .57 between speech attitudes and size of family, which indicates that there was a meaningful relationship between the two.

According to Figure 10 students coming from the largest families ranked lowest on the speech attitude scale. However, the second group from the bottom on Knower's scale, like the group scoring highest on speech

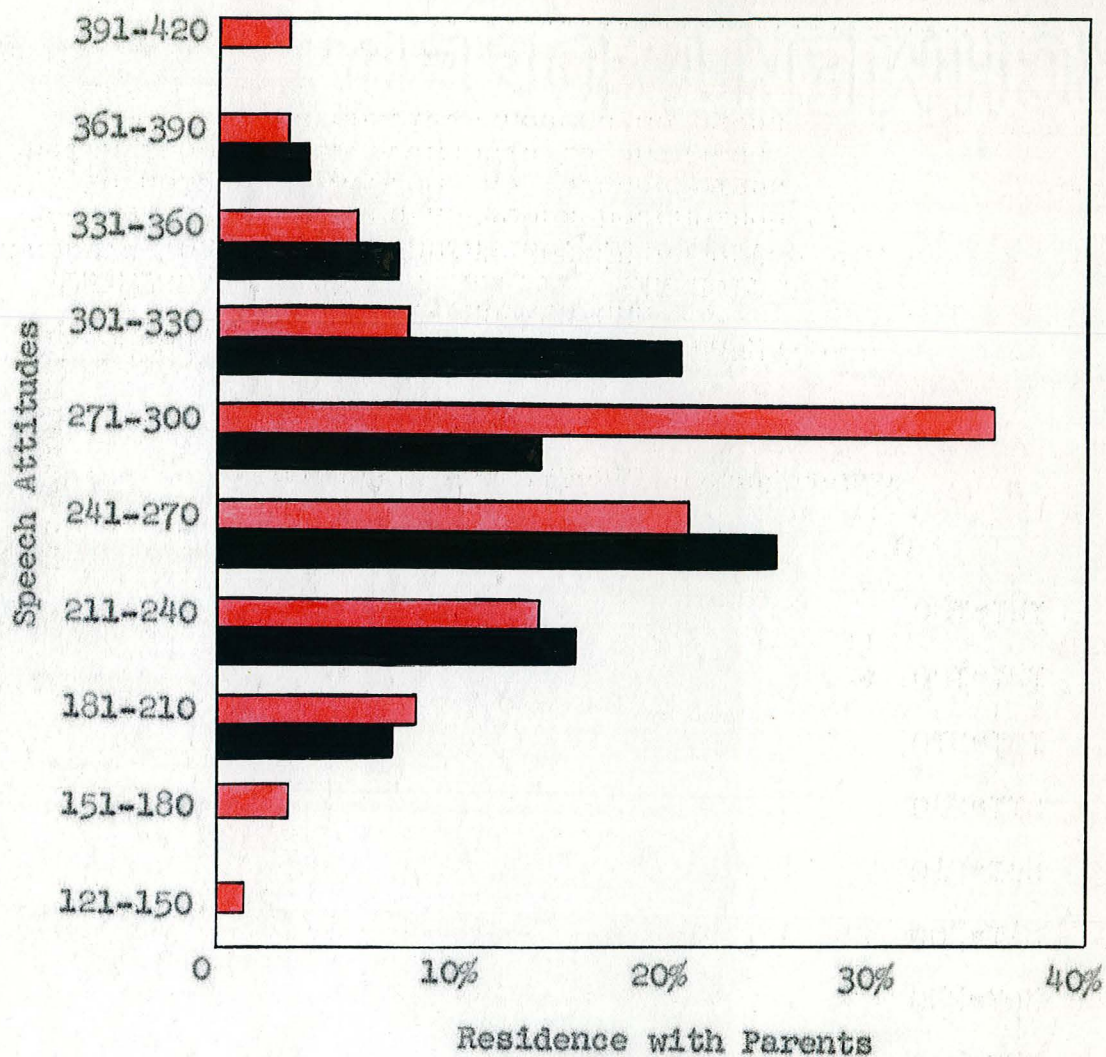


FIGURE 9

RELATIONSHIP BETWEEN RESIDENCE WITH PARENTS  
AND SPEECH ATTITUDES

Percentage of students, having designated score on speech attitudes scale, who live with both parents

Percentage of students, having designated score on speech attitudes scale, who live with only one or neither of their parents



FIGURE 10

RELATIONSHIP BETWEEN SIZE OF FAMILY  
AND SPEECH ATTITUDES

■ Average number of children in families of  
students who had designated score on  
speech attitude scale

attitudes, averaged practically no children in the family. Perhaps the fact that there were only four students who scored 391-420 and four who scored 151-180 helped account for the unusual relationships shown.

Social adjustment. The results of the comparison shown on Figure 11 indicate that there was a substantial correlation of .57 between speech attitudes and social adjustment, indicating that there was a meaningful relationship between the two.

Figure 11 shows a clearly significant relationship between the two factors. The average score of students who ranked highest in speech attitudes showed them to be high in the normal range of social adjustment. Averages of each of the next seven groups fell in the low-normal range of social adjustment. The two groups lowest in speech attitudes were borderline in social adjustment.

Unity of religious beliefs. The correlation between speech attitudes and unity of religious beliefs was .002. The relationship was so low that it was not worthy of confidence at the .05 level. Therefore, it cannot be considered that there was a significant relationship between the two factors shown in Figure 12.

The percentage of students whose parents were united in their religious beliefs was higher for students in five

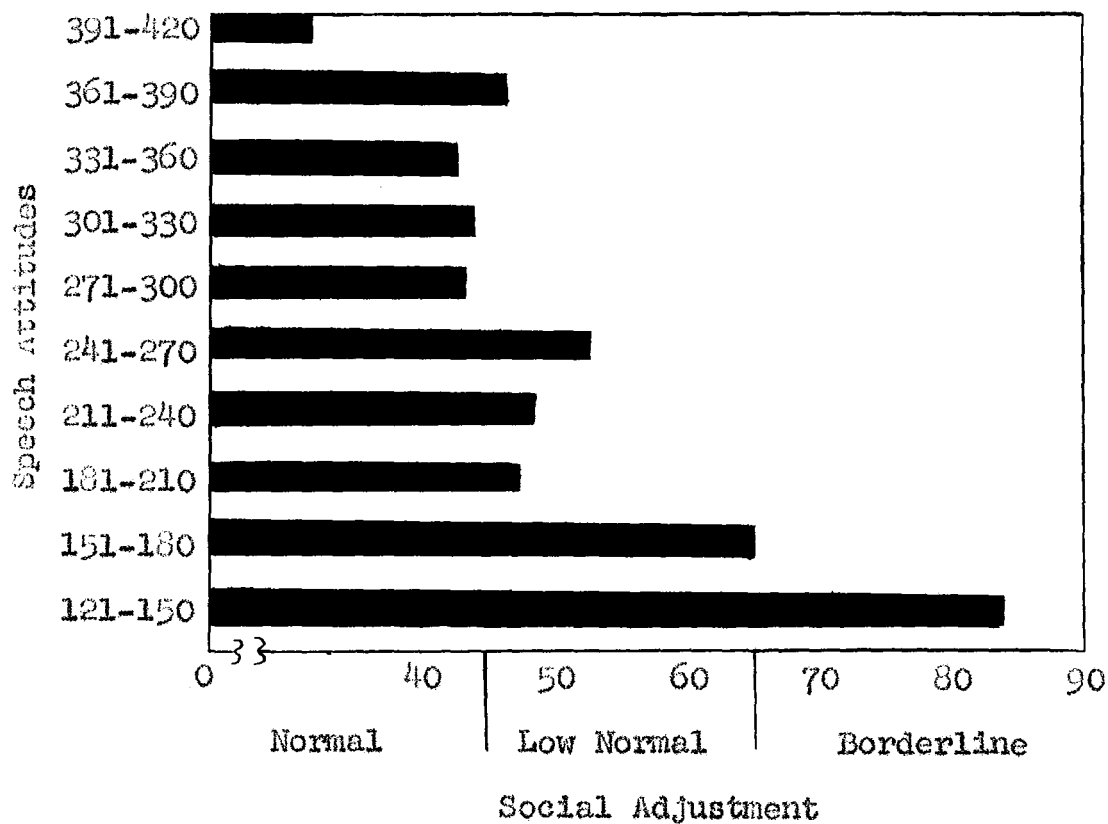


FIGURE 11

RELATIONSHIP BETWEEN SOCIAL ADJUSTMENT  
AND SPEECH ATTITUDES

■ Average score of students who had designated score on speech attitude scale



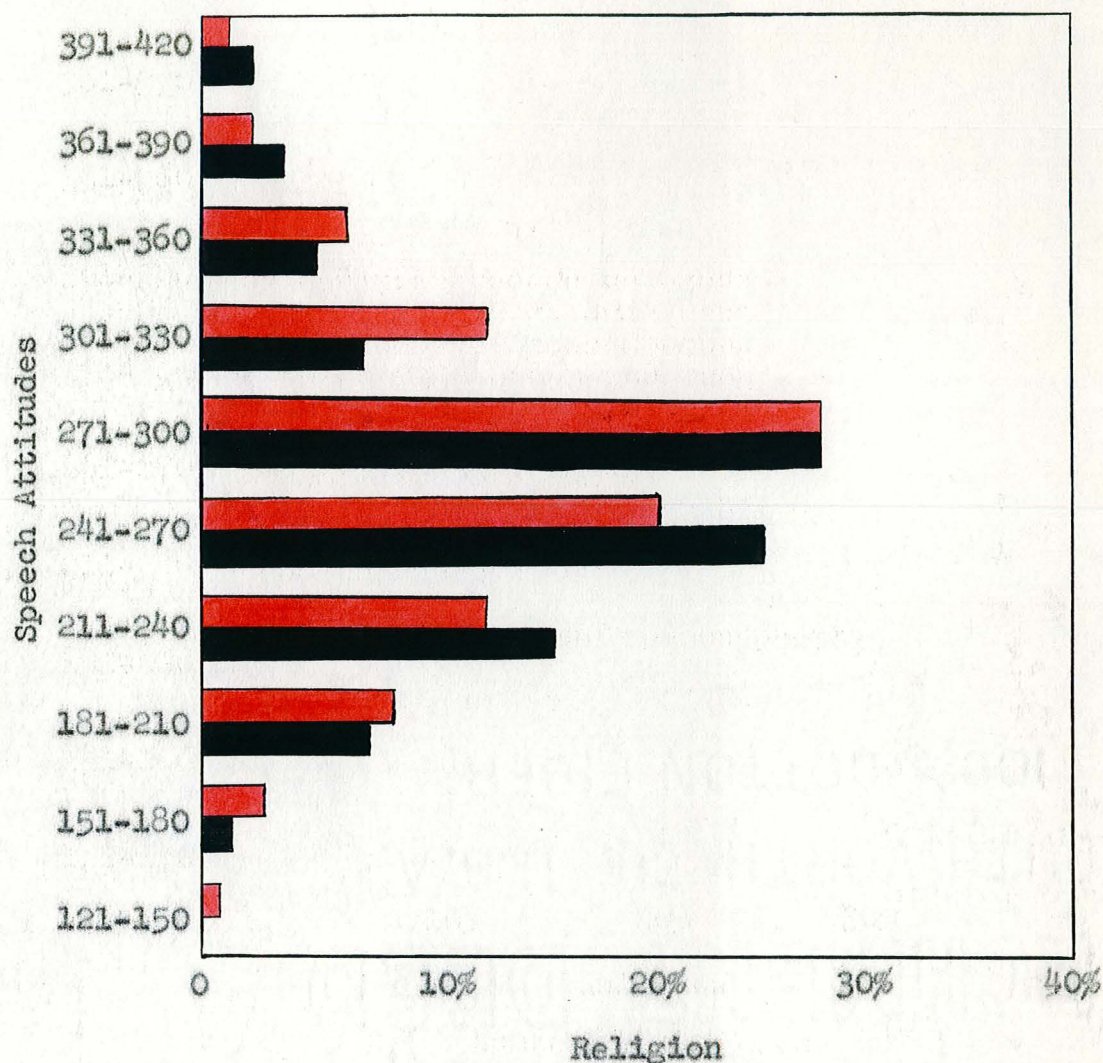


FIGURE 12

### RELATIONSHIP BETWEEN UNITY OF RELIGIOUS BELIEFS AND SPEECH ATTITUDES

- Percentage of students, having designated score on speech attitudes scale, whose parents are united in their religious beliefs
- Percentage of students, having designated score on speech attitudes scale, whose parents are not united in their religious beliefs

groups of designated scores in speech attitudes than was the percentage of students whose parents differed in their religious beliefs. The situation was reversed in four other groups of students ranked according to speech attitudes. Another group had an equal percentage of students whose parents were united in religious beliefs and of students whose parents were not united in their religious beliefs.

Of the thirteen factors correlated with speech attitudes, the only ones found to have a meaningful relationship with speech attitudes were the factors of grade level, intelligence, size of family, and social adjustment. The relationship of speech attitudes with the factors of oral reading ability and with silent reading ability was significant only at the .05 level.

TABLE I

CORRELATION BETWEEN SPEECH ATTITUDES AND VARIOUS  
FACTORS CONSIDERED IN A STUDY OF THE STUDENTS  
ENROLLED AT LODI ACADEMY DURING 1952-1953

Speech attitudes correlated with	Correl. coeff.	Signif. .05 level	Signif. .01 level
Age . . . . .	.009		
Sex . . . . .	.06		
Grade level . . . . .	.52		*
Oral reading ability . . . . .	.12	*	
Scholarship . . . . .	.014		
Silent reading ability . . . . .	.16	*	
Articulation . . . . .	.001		
Emotional adjustment . . . . .	-.15		
Intelligence . . . . .	.44		*
Residence with parents . . . . .	.07		
Size of family . . . . .	.57		*
Social adjustment . . . . .	.57		*
Unity of religious beliefs . . . . .	.007		

## CHAPTER V

### SPEECH ATTITUDES AS A BASIS FOR BETTER UNDERSTANDING

In this study an attempt was made to develop a better understanding of the factors possibly correlated with speech attitudes, as a basis for counseling and for helping young people better adjust themselves to life's situations.

Since "the growth of a mature personality is dependent upon the proper coordination of experience with the native equipment of the individual,"<sup>1</sup> the investigator has concluded that a teacher's thorough knowledge of his students' speech attitudes can provide a basis for better understanding his students.

#### I. INCREASED EMPHASIS UPON SPEECH EDUCATION

Importance of human values. The investigator, in harmony "with contemporary education which emphasizes the effect of any phase of study upon the person as a whole,"<sup>2</sup> recognizes the need of adding the development of attitudes, interests, and adjustments to the traditional teaching of

---

<sup>1</sup>Donald Nylen, "Guidance and Speech in the School Program," The Quarterly Journal of Speech, 24:604, December, 1938.

<sup>2</sup>Ernest H. Henrikson, "Some Effects on Stage Fright of a Course in Speech," The Quarterly Journal of Speech, 29:490, December, 1943.

specific skills, insofar that methods of formal education still are not meeting the needs of adolescents.<sup>3</sup>

Speech education must train more adequately for meeting the demands of every social situation. Foley has described it thus:

Students must be heard; they must be understood; they must express themselves clearly; they must substantiate their views with reasonable proof; they must be correct; they hope to be liked; and all of these things must prevail, not in the speech class alone, but throughout the entire day--at home, on the street, and in every classroom.<sup>4</sup>

Dr. Lionel Crocker, in an address delivered as President of the Speech Association of America at the convention in Cincinnati in 1952, characterized such teaching as "making the truth prevail through personality."<sup>5</sup> He pointed out that the speech teacher gets at the individual in every phase of speech, that remedial speech and hearing, oral interpretation, public address, debate, discussion, and dramatic arts all "coax into being latent personality traits."<sup>6</sup>

---

<sup>3</sup>A. de Graaf, "Some Major Causes of the Decrease in Achievement Level of Secondary School Students," Psychological Abstracts, 26:597, June, 1952.

<sup>4</sup>Lena A. Foley, "Speech in the Every-Day Life of Our High School Students," The Quarterly Journal of Speech, 23:614, December, 1937.

<sup>5</sup>Lionel Crocker, "Truth through Personality," The Quarterly Journal of Speech, 29:1, February, 1953.

<sup>6</sup>Ibid., p. 4.

MacGregor is another authority who points out the personal development possible even in a beginning speech course, where the teaching can be directed toward the personal adjustment of the individual, not as a speaker alone, but as a human being.<sup>7</sup> In other words, these men are saying that a truly dedicated teacher makes personality the central theme in all educational endeavor.<sup>8</sup>

Potentialities of teaching speech. Lee Emerson

Bassett of Stanford University summarized the potentialities of teaching speech in these words:

It isn't the particular technique that you are teaching; it is the individual and what you can make of him, how you can draw him out--what kind of man you can make of him, how you can free him from his frustrations, free him of impediments, of fears, help him to declare himself and feel that he is a man among men, one who can develop himself and do his part in the civilization we are trying to preserve. Ours is a high calling, one that we can be proud of; let no one apologize for being a teacher of speech, because we are doing work that no other department can do. We are getting at the individual.<sup>9</sup>

Another has said,

Through the speech class, we may learn to know one another as in no other field. Our personalities are

---

<sup>7</sup>Virginia Claire MacGregor, "Personal Development in Beginning Speech Training," The Quarterly Journal of Speech, 20:50, February, 1934.

<sup>8</sup>Percy F. Valentine, The Psychology of Personality (New York: D. Appleton and Company, 1927), p. 12.

<sup>9</sup>Crocker, op. cit., p. 3.

revealed and developed. The world--Life itself--knocks at the door of the teacher of speech.<sup>10</sup>

One important means that the teacher of speech has for making a significant contribution to his students' welfare is through his own attitudes, which are highly contagious. Crowell has suggested that the following attitudes should be manifested so strongly by the teacher that the students cannot fail to catch them: (1) enthusiasm for learning; (2) high standards for achievement; (3) considered judgment; (4) respect for others as individuals; and (5) respect for self.<sup>11</sup> Although the teaching should be of such a quality that students come to class eagerly and are reluctant to leave when the period ends, the teacher's enthusiasm regarding the teaching of speech should never be allowed to hinder his complete cooperation with his colleagues in other departments.<sup>12</sup>

A teacher can contribute to his class by consistently demonstrating, along with the fore-mentioned attitudes, the principles of acceptable, pleasing speech. Greater success

---

<sup>10</sup>Kenneth F. Damon, "The Speech Teacher's Challenge," The Quarterly Journal of Speech, 26:379, October, 1940.

<sup>11</sup>Laura Crowell, "Attitudes Are Contagious," The Speech Teacher, 2:257, November, 1953.

<sup>12</sup>Glenn G. Eye, "Superior Teachers of Speech: Four Views: What Constitutes a Superior Teacher of Speech?," The Quarterly Journal of Speech, 34:216-17, April, 1948.



could be achieved in many academic departments if teachers would remember their own student days when they used to sit in class, dreadfully bored because the teacher had not developed forceful, clear speech that makes for interesting and effective teaching.<sup>13</sup>

Teachers of individuals, rather than of subject matter, utilize every opportunity to contribute to the welfare of their students, dealing judiciously with the human adjustments which are taking place before their very eyes. Edward and Mary Longerich cite the following examples of how two different types of teachers deal with sensitive teen-agers in the speech class situation:

"Nellie, stop tugging at your blouse. Do you want to look like a sweater girl?" demanded Miss Blythe irritably. "You know how often I've told you a speaker should stand up straight and throw out his chest." A wave of crimson spread rapidly over Nellie's face and tears welled in her eyes. Miss Blythe's correction only made Nellie more self-conscious about her physical development.

Miss Beam in Meadborough Junior High School was a successful educator, and admired by her pupils. Unlike Miss Blythe, she made a thorough study of adolescent problems. On the day her freckled-faced pupil, Jane, seemed embarrassed about taking the lead in the play because of vivid birthmarks on her face, Miss Beam quickly sensed the situation and suggested that some of the children pretend to be radio speakers. The pupils then presented their poems at the back of the room in order that the class might decide which speakers used the best voice quality and enunciation.

---

<sup>13</sup>Carl B. Cone, "Speech Training and Scholarship," The Quarterly Journal of Speech, 31:418-19, December, 1945.



Later during the semester, when lanky, red-haired Jim got up to speak and found that all he could do was produce alternate squeals and bellows, Miss Beam complimented Jim by remarking, "Why you can produce two kinds of voices! How would you like to select two of your favorite movie characters, then prepare a skit utilizing the two kinds of voices?" Instead of Jim's developing a self-consciousness about his voice-change, he gradually built up a confidence in himself and in his ability.<sup>14</sup>

More personal interest in teen-agers. For teachers to have a more personal interest in teen-agers is necessary because emotional security is just as important as physical security in the lives of people--and so many adolescents are not finding that emotional security in the homes of today.<sup>15</sup> The emotional hungers of today's teen-agers began to develop years ago, for they were rooted in the early life of the child, beginning probably before he ever went to school.<sup>16</sup> Nothing can take the place of normal home life and intelligent parents for giving youngsters affection and a sense of security.<sup>17</sup> Almost any condition or any type of

---

<sup>14</sup>Edward Burt Longerich and Mary Coates-Longerich, "The Junior-High-School Speech Teacher," The Quarterly Journal of Speech, 30:216, April, 1944.

<sup>15</sup>Rowena Ferguson, Youth and the Christian Community (New York: Abingdon Press, 1944), p. 29.

<sup>16</sup>James L. Hymes, Jr., Behavior and Misbehavior (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955), p. 83.

<sup>17</sup>Morey R. Fields, Jacob A. Goldberg, and Holger F. Kilander, Youth Grows into Adulthood (New York: Chatwell House, Inc., 1951), pp. 166-67.

situation which provides a threat--whether real or imaginary--to an individual's status can cause feelings of inferiority.<sup>18</sup>

School records usually do not give much information about this side of a child's development. It is the privilege and responsibility of the speech teacher to help the adolescent understand more about the complex environment surrounding him and to help him better understand himself. Then the student can make a more satisfactory adjustment as he finds the place in society where he can best function.<sup>19</sup> Sometimes a child's attitude toward the reading situation is a clue to the fact that he feels emotionally unstable and insecure.<sup>20</sup> A study regarding the causes for high school drop-outs revealed that more drop-outs than graduates had expressed the need for help in reading while in school.<sup>21</sup>

A revelation of a person's attitude toward life is the manner in which an individual responds to speech

---

<sup>18</sup>E. R. Guthrie, The Psychology of Human Conflict (New York: Harper and Brothers, 1938), p. 346.

<sup>19</sup>Sara Stinchfield Hawk, "Personality Measurement in Speech Correction," The Journal of Speech and Hearing Disorders, 13:312, December, 1948.

<sup>20</sup>H. C. Günzberg, "The Unsuccessful Reader," Mental Health, 8:34, January, 1948.

<sup>21</sup>Ruth C. Penty, Reading Ability and High School Drop-Outs (New York: Bureau of Publications, Teachers College, Columbia University, 1956), p. 36.

situations.<sup>22</sup> Often the symptoms classed as stage fright place the speaker in a position where he is virtually saying to the audience, "I am not capable of meeting this emergency." Some typical expressions of fear and lack of confidence are bodily tremors, knocking knees, trembling hands, perspiration, dry throats, weak voices, thin voices, hesitant utterance, repetitions, fidgety gestures, quick movement, and body rigidity.<sup>23</sup>

"I felt as if I had drunk a lot of grease and gone and played basketball,"<sup>24</sup> was the response of a high school student who was asked to describe his feelings when he got up to speak for the first time before his classmates. Lomas commented that the preceding was a surprisingly accurate description of the feelings of many teen-agers, even though it was not as classical as Cicero's description of stage fright in De Oratore:<sup>25</sup> "I turn pale at the outset of a speech, and quake in every limb and in all my soul!"<sup>26</sup> Often stage fright, anti-social attitudes and conduct are

---

<sup>22</sup>Gladys L. Borchers and Claude M. Wise, Modern Speech (New York: Harcourt, Brace and Company, 1947), p. 228.

<sup>23</sup>Ibid., p. 231.

<sup>24</sup>Charles W. Lomas, "Stage Fright," The Quarterly Journal of Speech, 30:479, December, 1944.

<sup>25</sup>Ibid.

<sup>26</sup>Batsell Barret Baxter, Speaking for the Master (New York: The Macmillan Company, 1957), p. 8.

manifestations of inner conflicts.<sup>27</sup> For example, a very dominant personality is often the result of compensation for a feeling of extreme inferiority.<sup>28</sup>

## II. EDUCATIONAL AIDS FOR ADOLESCENT ADJUSTMENT

### Intelligent use of I.Q. and of letter grades.

Educators sometimes have been known to do untold harm to an adolescent by an unwise interpretation of the I.Q. score or by failing to realize the import of letter grades upon the student's future. "The faith in the I.Q. is fantastic," says Gallagher.<sup>29</sup> He continues with the thought that the moment a student is failing, some teacher runs to hunt up the I.Q. If it's low, the instructor feels that he has the answer and looks no further for the cause. The teacher accepts the results of the I.Q. test without question or doubt just because a specialist has produced it.

Intelligence tests are valuable, provided they are good tests--properly administered and correctly interpreted. They are not without error, however. They are most useful

---

<sup>27</sup>M. E. Bennett, Building Your Life (New York: Whittlesey House, 1935), p. 116.

<sup>28</sup>C. B. Wrenn, L. W. Ferguson, and J. L. Kennedy, "Intelligence Level and Personality," Journal of Social Psychology, 7:308, August, 1936.

<sup>29</sup>J. Roswell Gallagher, "Why Boys Fail," The Atlantic Monthly, 185:49, May, 1950.

for distinguishing the very dull from the very bright; but they are scarcely valid enough for explaining failure or predicting success.<sup>30</sup> Besides, the ability to learn does not in itself insure accomplishment. Results of a study by William Book clearly show that

a senior's success in school is conditioned by other factors besides his intellectual capacity. Many seniors endowed with the highest grade of intelligence are failing in school or making only mediocre success, while others with average or seemingly inferior grades of intelligence are being regularly promoted. We conclude that other mental characteristics, such as persistence, effort, and mental attitude towards the teacher and school, play an important role in achieving success in school.<sup>31</sup>

To illustrate, many students don't learn any more in school than is necessary because they do not have the interest; but when they get out of school, where they see the need for certain skills, they demonstrate that they do have the ability necessary. A typical experience is that of a worried young salesman who walked into a suite of offices on New York's Fifth Avenue and asked the receptionist, "Is this where they'll teach me to read? I've got to learn right away--my promotion depends on it!" This young man, who had come to New York's Reading Laboratory for help, was most sincere. He was among the three out of five Americans

---

<sup>30</sup>Ibid.

<sup>31</sup>William F. Book, The Intelligence of High School Seniors (New York: The Macmillan Company, 1922), p. 310.

who, according to research, are woefully inefficient readers. After 14 hour-and-a-half lessons at the laboratory, the salesman was reading three times faster than before; he had learned to skim much faster than his reading rate of six hundred words per minute; he could get the idea of what he read by picking out key words and phrases. The result? His promotion went through promptly.<sup>32</sup>

Another problem worth studying is to find methods for determining the reliability of school course letter grades, which are important for they become part of the official record of the student and somewhat determine his future education, employment, and military opportunities.<sup>33</sup>

Remedial instruction for needy students. Remedial instruction for students who are lacking ability in any of the basic skills should be made available and recommended; for there is a great deal of evidence to show that reading, for example, is one of the most valuable tools for a high school pupil's success in acquiring and organizing facts.<sup>34</sup>

---

<sup>32</sup>Selwyn James, "So You Think You Can Read?," Coronet, 33:29-30, April, 1953.

<sup>33</sup>A. W. Bendig, "The Reliability of Letter Grades," Educational and Psychological Measurement, 13:311, Summer, 1953.

<sup>34</sup>Joseph Seibert Butterweck, The Problem of Teaching High School Pupils How to Study (New York City: Bureau of Publications, Teachers College, Columbia University, 1926), p. 47.

A person's reading ability is an indication of his ability to organize his ideas and express them too; for reading is a process of thinking, interpreting, and reacting.<sup>35</sup> Poor readers on the secondary level need to be taught the systematic reading skills which they failed to learn or to retain in the elementary grades.<sup>36</sup> Not only is failure or retardation in reading a cause for failure or backwardness in school work; but extensive evidence shows that failure in school work frequently results in truancy, delinquency, or other forms of social maladjustment. An analysis of the results of twenty-seven hundred cases showed that improved reading ability resulted in better social and emotional adjustment and in improved scholastic ability.<sup>37</sup>

A certain group of students read well silently, but have difficulty with oral reading. Gates points out that it is a more complex and difficult activity than silent reading because in oral reading one is required to do all

---

<sup>35</sup>A. Sterl Artley, "Oral-Language Growth and Reading Ability," The Elementary School Journal, 53:321, February, 1953.

<sup>36</sup>Lillian Blanchard Sutton, "The Improvement of a Fifth-Grade Reading Program" (unpublished Master's thesis, Illinois State Normal University, Normal, Illinois, 1952), p. 136.

<sup>37</sup>A. I. Gates, "Failure in Reading and Social Maladjustment," National Educational Association Journal, 25:205, October, 1936.

that is demanded in silent reading and several things in addition.<sup>38</sup> One reason that today's students have problems with oral reading could be the fact that in the last half-century, approximately, the public schools seem to have given more attention to silent reading and less to oral reading.<sup>39</sup> If a student can have his interest aroused to improve his reading ability, under direction he can be practically certain of making recognizable progress.<sup>40</sup>

With time at a premium as it is these days, speed of reading, when accompanied by satisfactory comprehension, is an important asset.<sup>41</sup> Although teachers of developmental reading give different interpretations regarding the results achieved by their students, all are agreed in reporting satisfactory gains in reading speed and comprehension.<sup>42</sup>

---

<sup>38</sup>William B. McCoard and Samuel N. LeCount, "An Oral Reading Evaluation of Good and Poor Silent Readers," Speech Monographs, 18:288, November, 1951.

<sup>39</sup>Helen Price and J. B. Stroud, "A Note on Oral Reading," The Quarterly Journal of Speech, 31:340, October, 1945.

<sup>40</sup>Cordillia Camp and C. H. Allen, "How Oral Reading Was Improved Through the Use of Gray's Check Tests," The Elementary School Journal, 30:133, October, 1929.

<sup>41</sup>Dora V. Smith, "What Do We Want Johnny to Do? . . . to Pronounce Words or to Read?," Educational Horizons, 34:137, Winter, 1955.

<sup>42</sup>Louis R. Ward, "Measuring Comprehension in Reading," College English, 14:481, May, 1956.



Generally speaking, a small but significant percentage of the students in any high school have major difficulties with reading or speech. Since oral-language development, like reading, is of great importance to all persons, many high schools are giving more specialized help in language development than in years past, when language study was considered an area for the elementary schools only.<sup>43</sup> The benefits derived from language and speech development are mutual; for an increase in oral-language ability helps improve reading comprehension, the new words and phrases encountered in reading finding their way into oral expression.<sup>44</sup>

Another reason for the high school's offering remedial work in speech is that it in turn will improve the adjustment of the adolescent to his environment. By helping a student find the best vocal range for his speaking voice, doing away with monotonous speech which so often indicates an inhibition, and correcting speech defects, the secondary speech teacher can improve the attitude and social adjustment of the young person enrolled in his

---

<sup>43</sup>Hollis L. Caswell, (ed.), The American High School: Its Responsibility and Opportunity (New York: Harper and Brothers, 1946), p. 152.

<sup>44</sup>Marion Monroe, Growing into Reading (Chicago: Scott, Foresman and Company, 1951), p. 258.

class.<sup>45</sup> A student who has a weak voice needs emotional security, as well as training in the anatomy and physiology of sound production.<sup>46</sup>

Education of parents regarding adolescents. If parents can be "educated" regarding their adolescent sons and daughters so that they understand the reasons for any retardation, failure in school, or feelings of inadequacy, many pressures and tensions can be lessened or even removed for the young people. One type of situation where a child's failure to achieve in school might be accompanied by personality problems is that wherein parents are resentful toward the child for his unsatisfactory school records and where parents make school achievement the condition of their acceptance of the child.<sup>47</sup> As long as there is lack of understanding, such things as the relation of retardation in reading to personality development can constitute a vicious circle. A child may be handicapped in learning to read because of heredity factors, physical defects of

---

<sup>45</sup>Paul J. Moses, "Social Adjustment and the Voice," The Quarterly Journal of Speech, 27:536, December, 1941.

<sup>46</sup>Loren D. Reid, Teaching Speech in the High School (Columbia: Artercraft Press, 1952), p. 112.

<sup>47</sup>Percival M. Symonds, The Dynamics of Parent-Child Relationships (New York: Bureau of Publications, Teachers College, Columbia University, 1949), pp. 40-41.

various types, the lack of self-confidence, poor instruction, or poor parent-child relationships. Since the child is retarded in reading, his concept of himself becomes lowered and his ambitious parents increase the very pressures which originally caused his failure.<sup>48</sup> It is tensions aroused by unsolved problems, such as these pressures of parents upon children who are failing, that cause maladjustment.<sup>49</sup>

A united family--united in interest, in understanding, and in beliefs--ordinarily can provide an adolescent with the best opportunity for satisfactory emotional adjustment.

Oh, for the good old horse and buggy days, when everyone from Uncle Ebenezer to the baby piled into the one-horse shay and went to church. It was an inspiration to see the whole tribe in their own pew every Sunday morning. Alas, the move of the past fifty years from rural to urban living has done much to change what was one of those precious sharing experiences. How goes it at your house? Let's get back to the horse and buggy days. This going to church as a family group should be a must. Family life includes much sharing in all realms of living, and first and foremost should be the sharing in church.<sup>50</sup>

---

<sup>48</sup>Ruth Strang, "Reading and Personality Formation," Personality, 1:137, April, 1951.

<sup>49</sup>Willis W. Clark, Ernest W. Tiegs, and Louis P. Thorpe, Manual of Directions, California Test of Personality, Intermediate Series (Los Angeles: California Test Bureau, 1942), p. 1.

<sup>50</sup>Alvena Burnite, Your Teen-Agers: How to Survive Them (Milwaukee: The Bruce Publishing Company, 1952), p. 6.

### III. ULTIMATE RESULTS OF IMPROVED SPEECH PROGRAM

Benefits to the individual. Better understanding of teen-agers by their parents, more personal interest from their teachers, and increased emphasis upon speech education could result in benefits to the individual student, such benefits as seen possible by Mrs. Franklin D. Roosevelt:

So I feel it would be a very great thing if we would develop a greater interest in speaking in public, in debating in public, in answering questions in public, where our young people are concerned. I would begin in the early school days, so that they would get over all sense of self-consciousness.<sup>51</sup>

Besides helping young people overcome self-consciousness, such a program of speech training could likewise improve his speech attitudes and interests, which are so closely related to his speech achievement.<sup>52</sup>

Some students who enter public speaking courses are

shy, timid, inarticulate; their voices mumbling, guttural, harsh, strident, inaudible; unequal alike to the demands of home, school, and their social world; utterly unconscious that their failure to adjust themselves to the world in which they live may be due, in large part, to these very inadequacies of voice and body.<sup>53</sup>

---

<sup>51</sup>Mrs. Franklin D. Roosevelt, "Speech Training for the Youth," The Quarterly Journal of Speech, 27:370, October, 1941.

<sup>52</sup>Albert Craig Baird and Franklin H. Knower, General Speech (New York: McGraw-Hill Book Company, Inc., 1949), p. 165.

<sup>53</sup>Winifred H. Littell, "Before and After Taking," The Quarterly Journal of Speech, 23:617, December, 1937.

The changes that can take place in the speech class room have been described by Bryngelson as follows:

Once stage fright, self-consciousness and random physical activity have been reduced through the alteration of personal security, speaking becomes more pleasant to the listener. Naturalness replaces unnaturalness, poise replaces fear when students are helped in the process of reorienting their basic attitudes towards themselves and others.<sup>54</sup>

Along with these benefits that a speech teacher can pass on to his students, Kingsbury places "a deep and abiding respect for the truth and a thorough-going abhorrence of intellectual dishonesty."<sup>55</sup>

Fulfillment of social responsibility. Speech teaches people to sympathize with one another, to think clearly, to feel sincerely, to judge justly, and to act wisely.<sup>56</sup>

According to a prominent authority,

Were speech to fail, our intelligence would lapse to the level of the beasts, each individual would dwell apart from his fellows, the structure of society would crumble, the very fabric of life itself would integrate, and all the vital processes of civilization would grind to a faltering stop.<sup>57</sup>

---

<sup>54</sup>Bryng Bryngelson, "Speech and Its Hygiene," The Quarterly Journal of Speech, 28:86, February, 1942.

<sup>55</sup>Warren T. Kingsbury, "The Educational Objectives of the High School Speech Contest," The Quarterly Journal of Speech, 23:477, October, 1937.

<sup>56</sup>Andrew T. Weaver, "What Is Speech? A Symposium," The Quarterly Journal of Speech, 41:153, April, 1955.

<sup>57</sup>Ibid.

Since speech reflects all the history that is past and prophesies all that is in the future, Bryngelson feels confident that eventually everyone concerned with the education of human beings will realize the great value of speech training and the impact it has upon social and emotional adjustment.<sup>58</sup>

A teacher's thorough knowledge of his students' speech attitudes not only can provide a basis for better understanding the young people in his classes but can ultimately result in a fulfillment of social responsibility since speech and the attitudes reflected therein are the things that shape the course of world history.<sup>59</sup>

---

<sup>58</sup>Bryngelson, op. cit., p. 86.

<sup>59</sup>Nevin C. Harner, About Myself (Philadelphia: The Christian Education Press, 1950), p. 39.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

The purpose of this study was to determine by means of standardized tests and questionnaires which of the following factors, if any, may have affected the speech attitudes, as evaluated by Knower's Speech Attitude Scale, Form F, of students enrolled in Lodi Academy at the time of the testing, 1952-1953: PHYSICAL--age, articulation, sex; EDUCATIONAL--grade level, oral reading ability, scholarship, silent reading ability; PSYCHOLOGICAL--emotional adjustment, intelligence, residence with parents, size of family, social adjustment, and unity of religious beliefs.

#### I. SUMMARY

Types of related studies. Related studies which are discussed in Chapter II include studies concerning speech, studies relating to speech attitudes, studies showing the results of speech training, and studies pertaining to the following related factors which are considered in this investigation: sex, scholarship, reading ability, articulation, emotional adjustment, social adjustment, intelligence, residence with parents, size of family, and unity of religious beliefs.

Results of experiments dealing with various phases of speech indicate the presence of favorable personality traits within effective speakers, for their favorable speech attitudes help them adjust more easily to various types of speaking situations. Research studies also indicate that speech training for adolescents results in improved personality adjustment.

Materials for investigation. For this study, with the 288 students enrolled in Lodi Academy during 1952-1953, standardized tests and questionnaires were used for securing the information needed as a basis for computing the correlation of the thirteen factors with speech attitudes.

Standardized tests administered by the investigator for the purpose of this study included Speech Attitude Scale, Form F; Iowa Silent Reading Advanced Test, Form Am; Otis Self-Administering Test of Mental Ability, Higher Examination, Form C; Standardized Oral Reading Paragraphs; and Washburne S-A Inventory, Thaspic Edition.

Results of correlations. The results of this study indicate that the educational factor of grade level was positively related to speech attitudes, with no noticeable difference between boys and girls.

The psychological factors of intelligence, size of family, and social adjustment showed a significant



relationship to speech attitudes; while age, scholarship, articulation, residence with parents, and unity of religious beliefs seemed to have practically no relationship to speech attitudes.

The relationships of the remaining factors-- emotional adjustment, oral reading ability, and silent reading ability--were found to be only negligible.

The investigator concluded that educational and psychological factors seemingly influenced the speech attitudes of high school students in very much the same way, for some factors of each type were found to have significant relationships to speech attitudes; some, small; and some, insignificant. The physical factors, on the other hand, had only a negligible relationship to speech attitudes.

Limitations of the study. To assume that the correlation found in any given group would also hold good for another group is fallacious thinking. Obviously, the results can be considered valid only for the particular group tested; and, as is true of all such studies, the results are only as valid as the tests and questionnaires used for evaluating the factors considered.

Another limitation involved was the size of group used for the study; all Lodi Academy students were tested, except for the necessary exemptions mentioned in Chapter III.

One question that arises is whether the results of a similar investigation done with another group of parochial high school boarding students would have had comparable results.

Basis for understanding adolescents. In this study an attempt was made to develop a more complete understanding of the factors correlated with speech attitudes as a basis for counseling and for helping young people better adjust themselves to life's situations. Basing their observations upon the results of investigations and years of experience, various authorities have expressed themselves on this matter. They have pointed out both the benefits to the individual and the fulfillment of social responsibility which can result from a program wherein speech education is given increased emphasis, with various educational aids being used as needed to help adolescents become better adjusted.

Recommendations for further study. Even though the correlations for many of the thirteen factors considered were negligible, improved techniques of measurement in speech and personality--or in both--may some day show the relationships to be highly significant.

Another matter worthy of consideration is the fact that although this analysis considered only thirteen factors, the influence of various other factors also related

to speech attitudes might be found to have significant impact upon the personality development of secondary students, if a broader range of elements were taken into consideration.

## II. CONCLUSIONS

After completion of this study, the investigator arrived at the following conclusions:

1. That, according to the results of the correlations, grade level, intelligence, size of family, and social adjustment were the factors most significantly related to the speech attitudes of the group enrolled at Lodi Academy in 1952-1953.
2. That, although questions may be raised as to how really independent of each other any of the thirteen factors and speech attitudes are, future improvements in the means and methods of measuring speech and personality factors may materially modify the conclusions drawn from the correlations of this study.

---

## BIBLIOGRAPHY

---

## BIBLIOGRAPHY

### A. BOOKS

- Allport, Gordon W. The Individual and His Religion. New York: The Macmillan Company, 1950. 147 pp.
- Allport, Gordon W. Personality, A Psychological Interpretation. New York: Henry Holt and Company, 1937. 588 pp.
- Anderson, Irving H., and Walter F. Dearborn. The Psychology of Teaching Reading. New York: The Ronald Press Company, 1952. 311 pp.
- Bailey, Edna W., Anita D. Laton, and Elizabeth L. Bishop. Studying Children in School. New York: McGraw-Hill Book Company, Inc., 1939. 182 pp.
- Baird, Albert Craig, and Franklin H. Knowler. General Speech. New York: McGraw-Hill Book Company, Inc., 1949. 500 pp.
- Baxter, Batsell Barret. Speaking for the Master. New York: The Macmillan Company, 1957. 134 pp.
- Bennett, M. E. Building Your Life. New York: Whittlesey House, 1935. 335 pp.
- Bolton, Frederick Elmer. Adolescent Education. New York: The Macmillan Company, 1931. 506 pp.
- Book, William F. The Intelligence of High School Seniors. New York: The Macmillan Company, 1922. 371 pp.
- Borchers, Gladys L., and Claude M. Wise. Modern Speech. New York: Harcourt, Brace and Company, 1947. 522 pp.
- Burnite, Alvena. Your Teen-Agers: How to Survive Them. Milwaukee: The Bruce Publishing Company, 1952. 167 pp.
- Buros, Oscar Krisen, (ed.). The Fourth Mental Measurements Yearbook. Highland Park, New Jersey: Gryphon Press, 1953. 1163 pp.
- Buros, Oscar Krisen, (ed.). Mental Measurements Yearbook. Bridgeport, Connecticut: Braunworth and Company, 1940. 674 pp.

- Butterweck, Joseph Seibert. The Problem of Teaching High School Pupils How to Study. New York City: Bureau of Publications, Teachers College, Columbia University, 1926. 116 pp.
- Caswell, Hollis L. (ed.). The American High School: Its Responsibility and Opportunity. New York: Harper and Brothers, 1946. 264 pp.
- Courtis, Stuart A. Measurement of Classroom Problems. New York City: General Education Board, 1919. 532 pp.
- Crow, Lester D., and Alice Crow. Our Teen-Age Boys and Girls. New York: McGraw-Hill Book Company, Inc., 1945. 366 pp.
- Downey, June E. The Will-Temperament and Its Testing. Yonkers-on-Hudson, New York: World Book Company, 1923. 339 pp.
- Espy, Herbert G. The Public Secondary School. San Francisco: Houghton Mifflin Company, 1939. 596 pp.
- Fields, Morey R., Jacob A. Goldberg, and Holger F. Kilander. Youth Grows into Adulthood. New York: Chatwell House, Inc., 1951. 236 pp.
- Ferguson, Rowena. Youth and the Christian Community. New York: Abingdon Press, 1944. 140 pp.
- Greene, H. A., and A. N. Jorgensen. The Use and Interpretation of High School Tests. New York: Longmans, Green and Company, 1929. 389 pp.
- Guthrie, E. R. The Psychology of Human Conflict. New York: Harper and Brothers, 1938. 408 pp.
- Harner, Nevin C. About Myself. Philadelphia: The Christian Education Press, 1950. 133 pp.
- Heaton, Kenneth L., and Vivian Weddon. The Failing Student. Chicago: The University of Chicago Press, 1939. 286 pp.
- Hymes, James L., Jr. Behavior and Misbehavior. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955. 140 pp.
- Johnson, Wendell, Spencer F. Brown, James F. Curtis, Clarence W. Edney, and Jacqueline Keaster. Speech Handicapped School Children. New York: Harper and Brothers, 1948. 575 pp.

- Kuhlen, Raymond G. The Psychology of Adolescent Development. New York: Harper and Brothers, 1952. 675 pp.
- Ladd, Margaret Rhoads. The Relation of Social, Economic and Personal Characteristics to Reading Ability. New York: Bureau of Publications, Teachers College, Columbia University, 1933. 87 pp.
- Landis, Judson C., and Mary G. Landis. Personal Adjustment Marriage and Family Living. New York: Prentice-Hall, Inc., 1955. 364 pp.
- Landis, Paul Henry. Adolescence and Youth--the Process of Maturing. New York: McGraw-Hill Book Company, Inc., 1945. 470 pp.
- Lightfoot, Georgia Frances. Personality Characteristics of Bright and Dull Children. New York: Bureau of Publications, Teachers College, Columbia University, 1951. 136 pp.
- McKinney, Fred. Psychology of Personal Adjustment. New York: John Wiley and Sons, Inc., 1949. 752 pp.
- Merriam-Webster. Webster's Collegiate Dictionary. Fifth edition. Springfield, Massachusetts: G. and C. Merriam Company, 1938. 1274 pp.
- Monroe, Marion. Growing into Reading. Chicago: Scott, Foresman and Company, 1951. 274 pp.
- Murphy, Gardner, and Lois Barclay Murphy. Experimental Social Psychology. New York: Harper and Brothers, 1931. 709 pp.
- Otis, Arthur Sinton. Statistical Method in Educational Measurement. New York: World Book Company, 1925. 337 pp.
- Paterson, Donald G., Gwendolen G. Schneider, and Edmund G. Williamson. Student Guidance Techniques. New York: McGraw-Hill Book Company, Inc., 1938. 316 pp.
- Penty, Ruth C. Reading Ability and High School Drop-Outs. New York: Bureau of Publications, Teachers College, Columbia University, 1956. 93 pp.
- Reid, Loren D. Teaching Speech in the High School. Columbia: Arctcraft Press, 1952. 301 pp.

- Roback, A. A. Self-Consciousness Self-Treated. Cambridge: Sci-Art Publishers, 1936. 122 pp.
- Robinson, Karl F. Teaching Speech in the Secondary School. New York: Longmans, Green and Company, 1952. 438 pp.
- Stagner, Ross. Psychology of Personality. New York: McGraw-Hill Book Company, Inc., 1937. 465 pp.
- Symonds, Percival M. Diagnosing Personality and Conduct. New York: The Century Company, 1931. 602 pp.
- Symonds, Percival M. The Dynamics of Parent-Child Relationships. New York: Bureau of Publications, Teachers College, Columbia University, 1949. 197 pp.
- Thurstone, Louis L., and E. J. Chave. The Measurement of Attitude. Chicago: The University of Chicago Press, 1929. 97 pp.
- Travis, Lee Edward. Handbook of Speech Pathology. New York: Appleton-Century-Crofts, Inc., 1957. 1088 pp.
- Ufford, Celian. Training for College Speakers. Boston: Expression Company, 1928. 335 pp.
- Valentine, Percy F. The Psychology of Personality. New York: D. Appleton and Company, 1927. 393 pp.
- Van Riper, Charles. Speech Correction: Principles and Methods. New York: Prentice-Hall, Inc., 1954. 582 pp.
- Vaughan, Wayland F. Personal and Social Adjustment. New York: The Odyssey Press, 1952. 578 pp.
- Wattenberg, William W. The Adolescent Years. New York: Harcourt, Brace and Company, 1955. 510 pp.
- Witty, P. A., and C. E. Skinner (eds.). Mental Hygiene in Modern Education. New York: Farrar and Rinehart, Inc., 1939. 539 pp.

#### B. PERIODICAL ARTICLES

- Abraham, Willard, "Speech Difficulties of Children," The Elementary School Journal, 55:94-98, October, 1954.



- Allen, C. N., "Recent Research on Sex Differences," Psychological Bulletin, 32:343, May, 1935.
- Artley, A. Sterl, "Oral-Language Growth and Reading Ability," The Elementary School Journal, 53:321-26, February, 1953.
- Artley, A. Sterl, "A Study of Certain Factors Presumed to be Associated with Reading and Speech Difficulties," The Journal of Speech and Hearing Disorders, 13:351, 359-60, December, 1948.
- Ashburn, Frank D., "How Do You Test a Student?," The Atlantic Monthly, 186:53-57, July, 1950.
- Baird, Craig, "The Educational Philosophy of the Teacher of Speech," The Quarterly Journal of Speech, 24:545, 552, December, 1938.
- Barnes, Harry G., "Basic Concepts of Speech Education," The Speech Teacher, 1:14-19, January, 1952.
- Bavely, Ernest, "High School Students Rate Dramatic Arts," The Quarterly Journal of Speech, 35:334-37, October, 1949.
- Bell, C. C., "An Investigation of the Attitude of Training College Students toward the Importance of Good Speech," Psychological Abstracts, 9:676, October, 1935.
- Bendig, A. W., "The Reliability of Letter Grades," Educational and Psychological Measurement, 13:311-21, Summer, 1953.
- Bossard, James H. S., and Winogene Pratt Sanger, "The Large Family System--A Research Report," American Sociological Review, 17:9, February, 1952.
- Bryngelson, Bryng, "Speech and Its Hygiene," The Quarterly Journal of Speech, 28:85-86, February, 1942.
- Cameron, William Bruce, "Tell Me Not in Mournful Numbers," National Educational Association Journal, 47:3, March, 1958.
- Camp, Cordilia, and C. H. Allen, "How Oral Reading Was Improved Through the Use of Gray's Check Tests," The Elementary School Journal, 30:132-35, October, 1929.

- Cantoni, Louis J., "A Study in Emotional Adjustment: The Correlation of Student and Adult Forms of the Bell Adjustment Inventory over a Period of Thirteen Years," Educational and Psychological Measurement, 15:137-43, Summer, 1955.
- Chenoweth, Eugene C., "The Adjustment of College Freshmen to the Speaking Situation," The Quarterly Journal of Speech, 26:585-88, December, 1940.
- Cone, Carl B., "Speech Training and Scholarship," The Quarterly Journal of Speech, 31:418-19, December, 1945.
- Crocker, Lionel, "Truth through Personality," The Quarterly Journal of Speech, 29:1-5, February, 1953.
- Crowell, Laura, "Attitudes Are Contagious," The Speech Teacher, 2:257-60, November, 1953.
- Damon, Kenneth F., "The Speech Teacher's Challenge," The Quarterly Journal of Speech, 26:377-80, October, 1940.
- de Graaf, A., "Some Major Causes of the Decrease in Achievement Level of Secondary School Students," Psychological Abstracts, 26:597, June, 1952.
- Dickens, Milton, and William R. Parker, "An Experimental Study of Certain Psychological, Introspective, and Rating-Scale Techniques for the Measurement of Stage Fright," Speech Monographs, 18:251, 259, November, 1951.
- Douglass, H. R., and H. E. Olson, "The Relation of High School Marks to Sex in Four Minnesota Senior High Schools," School Review, 45:283-87, April, 1937.
- Dow, Clyde W., "The Personality Traits of Effective Public Speakers," The Quarterly Journal of Speech, 27:525-31, December, 1941.
- Everhart, Rodney W., "The Relationship Between Articulation and Other Developmental Factors in Children," Journal of Speech and Hearing Disorders, 18:332-38, December, 1953.
- Ewbank, Henry L., "Teaching Speech for Human Relations," The Speech Teacher, 1:9-13, January, 1952.
- Eye, Glenn G., "Superior Teachers of Speech: Four Views: What Constitutes a Superior Teacher of Speech?," The Quarterly Journal of Speech, 34:216-17, April, 1948.

- Ferguson, Leonard E., "The Requirements of an Adequate Attitude Scale," Psychological Bulletin, 36:665, October, 1939.
- Fisher, Jacob, "Orphans in the United States: Number and Living Arrangements," Social Security Bulletin, 13:13-18, August, 1950.
- Flemming, Edwin G., "Expression and Personality," The Quarterly Journal of Speech, 18:270-76, April, 1932.
- Foley, Lena A., "Speech in the Every-Day Life of Our High School Students," The Quarterly Journal of Speech, 23:614-15, December, 1937.
- Frankel, Robert, "Charting a Road through the Speech Wilderness," The Quarterly Journal of Speech, 23:478-80, October, 1937.
- Gaines, Frances Perlowski, "Interrelations of Speech and Reading Disabilities," The Quarterly Journal of Speech, 27:104, 110, February, 1941.
- Gallagher, J. Roswell, "Why Boys Fail," The Atlantic Monthly, 185:49-52, May, 1950.
- Garrison, Geraldine, "High School Speech Based on Student Needs," The Quarterly Journal of Speech, 28:219-23, April, 1942.
- Gates, A. I., "Failure in Reading and Social Maladjustment," National Educational Association Journal, 25:205-6, October, 1936.
- Gilkinson, Howard, "Indexes of Change in Attitudes and Behavior among Students Enrolled in General Speech Courses," Speech Monographs, 8:23-33, Research Annual, 1941.
- Gilkinson, Howard, "A Questionnaire Study of the Causes of Social Fears among College Speech Students," Speech Monographs, 10:74-83, Research Annual, 1943.
- Gilkinson, Howard, "Social Fears, as Reported by Students in College Speech Classes," Speech Monographs, 9:141-60, Research Annual, 1942.

- Gilkinson, Howard, and Franklin H. Klower, "Individual Differences among Students of Speech as Revealed by Psychological Tests--I," The Quarterly Journal of Speech, 26:243-55, April, 1940.
- Greenleaf, Floyd I., "An Exploratory Study of Speech Fright," The Quarterly Journal of Speech, 38:326-30, October, 1952.
- Günzburg, H. C., "The Unsuccessful Reader," Mental Health, 8:34-37, January, 1948.
- Hamilton, John L., "The Psychodrama and Its Implications in Speech Adjustment," The Quarterly Journal of Speech, 29:61-67, February, 1943.
- Harrington, Elbert W., "The Role of Speech in Liberal Education," The Quarterly Journal of Speech, 23:283, April, 1937.
- Hawk, Sara Stinchfield, "Personality Measurement in Speech Correction," The Journal of Speech and Hearing Disorders, 13:307-12, December, 1948.
- Henrikson, Ernest H., "Some Effects on Stage Fright of a Course in Speech," The Quarterly Journal of Speech, 29:490-91, December, 1943.
- Hinkelman, Emmet Arthur, "Intellectual Level and Personality Adjustment," The Elementary School Journal, 52:31-35, September, 1951.
- Hubler, R. G., "Things My Children Teach Me," Saturday Evening Post, 226:25, July 11, 1953.
- James, Selwyn, "So You Think You Can Read?," Coronet, 33:29-33, April, 1953.
- Johnson, G. R., "Girls Do Better than Boys in School," School and Society, 47:313-14, March 5, 1938.
- Jones, Morris Val, "The Effect of Speech Training on Silent Reading Achievements," Journal of Speech and Hearing Disorders, 16:258-63, September, 1951.
- Kingsbury, Warren T., "The Educational Objectives of the High School Speech Contest," The Quarterly Journal of Speech, 23:475-77, October, 1937.

- Kirkpatrick, C., "Assumptions and Methods in Attitude Measurement," American Sociological Review, 1:75-88, February, 1936.
- Knight, Elva E., "Personality Development through Reading," Reading Teacher, 7:21-27, January, 1953.
- Knower, Franklin H., "Communications Skills: Composition, Listening, Radio, Speech, and Related Areas," Review of Educational Research, 16:116-26, April, 1946.
- Knower, Franklin H., "A Study of Speech Attitudes and Adjustments," Speech Monographs, 5:130-203, Research Annual, 1938.
- Littell, Winifred H., "Before and After Taking," The Quarterly Journal of Speech, 23:616-17, December, 1937.
- Lomas, Charles W., "Stage Fright," The Quarterly Journal of Speech, 30:479, 485, December, 1944.
- Longerich, Edward Burt, and Mary Coates-Longerich, "The Junior-High-School Speech Teacher," The Quarterly Journal of Speech, 30:216, April, 1944.
- Lough, Orpha M., and Mary E. Breen, "Comparison of the Minnesota Multiphasic Personality Inventory and the Washburne S-A Inventory as Measures of Personality of College Women," Journal of Social Psychology, 32:23-29, August, 1950.
- Louttit, C. M., "Emotional Factors in Reading Disabilities: Diagnostic Problems," The Elementary School Journal, 56:68-72, October, 1955.
- MacGregor, Virginia Claire, "Personal Development in Beginning Speech Training," The Quarterly Journal of Speech, 20:47-57, February, 1934.
- McCoard, William B., and Samuel N. LeCount, "An Oral Reading Evaluation of Good and Poor Silent Readers," Speech Monographs, 18:288-91, November, 1951.
- McGhee, William, and W. Drayton Lewis, "A Comparison of Certain Personality Characteristics of Mentally Superior and Mentally Retarded Children," Journal of Educational Research, 35:600-610, April, 1942.

- Mangus, A. R., "Effect of Mental and Educational Retardation on Personality Development of Children," American Journal of Mental Deficiency, 55:208-12, October, 1950.
- Maynard, Norma, "Poor Reading, Handmaiden of Poor Speech," The Speech Teacher, 5:40-42, 46, January, 1956.
- Meili, Richard, "Analytical Examination of Intelligence," Psychological Abstracts, 26:579, June, 1952.
- Monroe, Walter S., "A Simplified Method of Determining a Pupil's Score on Gray's Oral Reading Test," School and Society, 15:538-40, May 13, 1922.
- Moore, Glen, "Personality Changes Resulting from Training in Fundamentals of Speech," Speech Monographs, 2:56-59, October, 1935.
- Moore, Wilbur E., "Factors Related to Achievement and Improvement in Public Speaking," The Quarterly Journal of Speech, 29:213-17, April, 1943.
- Moses, Paul J., "Social Adjustment and the Voice," The Quarterly Journal of Speech, 27:532-37, December, 1941.
- Moss, Margery Anne, "The Effect of Speech Defects on Second Grade Reading Achievement," The Quarterly Journal of Speech, 24:642, 654, December, 1938.
- Murray, Elwood, "Speech Training as a Mental Hygiene Method," The Quarterly Journal of Speech, 20:37-47, February, 1934.
- Murray, Elwood, "Study of Factors Contributing to the Mal-Development of the Speech Personality," Speech Monographs, 3:92-108, Research Annual, 1936.
- Nylen, Donald, "Guidance and Speech in the School Program," The Quarterly Journal of Speech, 24:603-5, 609, December, 1938.
- Olckers, P. J., "School Grades and Classes," Journal of Sociological Research, 1:172-82, November, 1950.
- "One Child in Nine in a Broken Family," Statistical Bulletin, 25:4-6, March, 1944.

- Paulson, Stanley F., "Changes in Confidence During a Period of Speech Training: Transfer of Training and Comparison of Improved and Non-Improved Groups on the Bell Adjustment Inventory," Speech Monographs, 18:260-61, November, 1951.
- Poos, Roberta L., "A Speech Course of Study for High Schools," The Quarterly Journal of Speech, 23:282-84, April, 1937.
- Pratt, George K., "Personality and Social Adjustments of College Students," The Quarterly Journal of Speech, 10:364-68, November, 1924.
- Price, Helen, and J. B. Stroud, "A Note on Oral Reading," The Quarterly Journal of Speech, 31:340-42, October, 1945.
- Rittwagen, M., "How to Protect Our Children from Mental Illness," Saturday Evening Post, 225:32-33, November, 22, 1952.
- Robinson, Karl F., "Speech, The Heart of the Core Curriculum," The Quarterly Journal of Speech, 25:367-75, October, 1940.
- Roosevelt, Mrs. Franklin D., "Speech Training for the Youth," The Quarterly Journal of Speech, 27:369-71, October, 1941.
- Rose, Forrest R., "Training in Speech and Changes in Personality," The Quarterly Journal of Speech, 26:193-96, April, 1940.
- Rose, Forrest R., and Robert Milisen, "The Effects of Maturation upon Defective Articulation in the Elementary Schools," Journal of Speech Disorders, 7:35-50, March, 1942.
- Sanford, Fillmore H., "Speech and Personality," Psychological Bulletin, 39:811-41, December, 1942.
- Schubert, Deloyn G., "Emotional and Personality Problems of Retarded Readers," Exceptional Children, 20:226-28, February, 1954.
- Schuell, H., "Sex Differences in Relation to Stuttering," Journal of Speech Disorders, 11:277-98, December, 1946.

- Schuell, H., "Sex Differences in Relation to Stuttering," Journal of Speech Disorders, 12:23-38, December, 1947.
- Shuttleworth, F. D., "A New Method of Measuring Character Traits," School and Society, 19:679-82, June 7, 1924.
- Sinick, Daniel, "Anxiety in the Testing Situation," Personnel and Guidance Journal, 31:384-87, March, 1953.
- Smith, Dora V., "What Do We Want Johnny to Do? . . . to Pronounce Words or to Read?," Educational Horizons, 34:135-42, Winter, 1955.
- Stinchfield, Sara M., "Practical Speech Measurements," The Quarterly Journal of Speech, 9:77-84, February, 1923.
- Strang, Ruth, "Reading and Personality Formation," Personality, 1:131-40, April, 1951.
- Symonds, P. M., "A Social Attitudes Questionnaire," Journal of Educational Psychology, 16:316-22, May, 1925.
- Thorn, Katherine F., and Bryng Bryngelson, "An Analytical Study of the Social and Speech Adjustment of Good and Poor Speakers by Means of the Autobiographic Method," Speech Monographs, 22:61-73, March, 1945.
- Thurstone, L. L., "Attitudes Can Be Measured," The American Journal of Sociology, 33:529-54, January, 1938.
- Trumbull, Richard, "A Study in Relationships between Factors of Personality and Intelligence," Journal of Social Psychology, 38:161-73, November, 1953.
- Ward, Louis R., "Measuring Comprehension in Reading," College English, 14:481-83, May, 1956.
- Weaver, Andrew T., "What Is Speech? A Symposium," The Quarterly Journal of Speech, 41:145-53, April, 1955.
- Wrenn, C. B., L. W. Ferguson, and J. L. Kennedy, "Intelligence Level and Personality," Journal of Social Psychology, 7:301-8, August, 1936.
- Wrightstone, J. Wayne, "Techniques for Measuring Newer Values in Education," Journal of Educational Research, 35:517-24, March, 1942.



Zolkos, Helena H., "What Research Says about Emotional Factors in Retardation in Reading," The Elementary School Journal, 51:512-18, May, 1951.

### C. TESTS AND MANUALS

Clark, Willis W., Ernest W. Tlegs, and Louis P. Thorpe, Manual of Directions, California Test of Personality, Intermediate Series. Los Angeles: California Test Bureau, 1942. 16 pp.

Gray, William S., Standardized Oral Reading Paragraphs. Bloomington, Illinois: Public School Publishing Company, --, 4 pp.

Greene, H. A., A. N. Jorgensen, and V. H. Kelly, Iowa Silent Reading Tests; New Edition, Advanced Test: Form Am. Chicago: World Book Company, 1943. 16 pp.

Greene, H. A., A. N. Jorgensen, and V. H. Kelly, Iowa Silent Reading Tests, Manual of Directions. Chicago: World Book Company, 1943. 15 pp.

Knower, Franklin H., Manual and Norms for the Speech Attitude Scale, Revised. Chicago: C. H. Stoelting Company, 1936. 1 p.

Knower, Franklin H., Speech Attitude Scale, Form F. Chicago: C. H. Stoelting Company, 1936. 6 pp.

Otis, Arthur S., Otis Self-Administering Tests of Mental Ability Higher Examination: Form C. Chicago: World Book Company, 1928. 4 pp.

Washburne, John N., Washburne S-A Inventory, Thaspic Edition. Chicago: World Book Company, 1936. 6 pp.

Washburne, John N., Washburne Social-Adjustment Inventory, Thaspic Edition, Manual for Interpreting. Chicago: World Book Company, 1940. 24 pp.

## D. UNPUBLISHED MATERIALS

Moore, Glen Ezra, "Personality Changes Resulting from Training in Speech Fundamentals." Unpublished Master's thesis, The University of Denver, Denver, Colorado, 1933. 54 pp.

Sutton, Lillian Blanchard, "The Improvement of a Fifth-Grade Reading Program." Unpublished Master's thesis, Illinois State Normal University, Normal, Illinois, 1952. 170 pp.

**APPENDIX A**

APPENDIX A

SPEECH ATTITUDE SCALE

FORM F

by

FRANKLIN H. KNOWER

1. I am ill at ease when speaking with a group composed entirely of members of the opposite sex.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

2. I find it easy to solicit money for a cause in which I am interested.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

3. I am ill at ease when making a speech in the presence of critics.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

4. I enjoy meeting and talking with famous people.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

5. I dislike to take an active part in the ritual of a club or fraternity.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

6. I enjoy making a speech in a large auditorium.  
\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>
7. I hesitate to protest even though I feel that I have been treated unfairly.  
\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>
8. I avoid making formal speeches.  
\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>
9. I like to use my hands in making gestures when I talk.  
\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>
10. I enjoy introducing a guest to a group of friends.  
\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>
11. I dislike to try to make an impromptu speech.  
\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>
12. I dislike making a speech to an audience from behind footlights.  
\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

13. I enjoy discussing philosophical questions.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
                   \_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

14. I enjoy trying to make an inspirational speech to a small group.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
                   \_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

15. I like to start off the discussion in a forum or discussion group.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
                   \_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

16. I am bored by discussions of politics.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
                   \_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

17. When I speak I worry about becoming so confused that I shall be unable to continue.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
                   \_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

18. I dislike to talk to people with whom I have difficulty in making myself understood.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
                   \_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

19. I enjoy reciting verses I have memorized.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
                   \_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

20. I enjoy speaking in competitive speech activities.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

21. I hesitate to be forward in conversation for fear I will appear conceited.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

22. I dislike to talk with strangers.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

23. I like to question people to get them to talk.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

24. I like to point out mistakes in other people's reasoning.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

25. I enjoy serving as a judge in public events.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

26. I hesitate to request tradespeople to look again when they report that they cannot supply an article.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

27. I am free from worry about appearing unnatural when I make a public speech.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup>    \_\_\_ Almost always<sup>5</sup>

28. I am embarrassed by the necessity of talking to an audience containing close friends.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup>    \_\_\_ Almost always<sup>1</sup>

29. I like to talk about my hobbies.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup>    \_\_\_ Almost always<sup>5</sup>

30. When I have been embarrassed by something I have done, I find it difficult to speak in such a way that I can cover up my embarrassment.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup>    \_\_\_ Almost always<sup>1</sup>

31. I hesitate to try to argue myself into a position when I feel that more competent persons are also seeking it.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup>    \_\_\_ Almost always<sup>1</sup>

32. I have difficulty in deciding what to say to a stranger to open a conversation.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup>    \_\_\_ Almost always<sup>1</sup>



33. If I can sit down as I speak, I feel less nervous than if I must stand up to speak.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

34. I find it easy to keep control of my voice when speaking.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

35. I find it easy to look directly at persons with whom I talk.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

36. I find it easy to tell a salesman why I prefer the products of another.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

37. I dislike to ask for something when I feel that I shall be refused.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

38. I can remain at ease even when carrying on a conversation with a person who obviously dislikes me.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

39. I hesitate to accuse a person whom I am sure has stolen a piece of my property.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup>    \_\_\_ Almost always<sup>1</sup>

40. When I have an idea for enlivening a dull party I like to present it for action.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup>    \_\_\_ Almost always<sup>5</sup>

41. I am ill at ease when a person of the opposite sex whom I like very much is in my audience.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup>    \_\_\_ Almost always<sup>1</sup>

42. I find it easy to be frank and criticize a friend when he asks me to do so.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup>    \_\_\_ Almost always<sup>5</sup>

43. I am embarrassed when I am asked to explain my way out of a situation which is apparently compromising.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup>    \_\_\_ Almost always<sup>1</sup>

44. I hesitate to make special requests of a waiter in a restaurant.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup>    \_\_\_ Almost always<sup>1</sup>

45. I find it difficult to enter into discussions of business and economics.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>2</sup>            \_\_\_ Almost always<sup>1</sup>

46. I enjoy carrying on a conversation at a formal tea or dinner.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>4</sup>            \_\_\_ Almost always<sup>5</sup>

47. I like to mimic others.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>4</sup>            \_\_\_ Almost always<sup>5</sup>

48. It is easy for me to lead a cheering section at a sports event.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>4</sup>            \_\_\_ Almost always<sup>5</sup>

49. I hesitate to talk to a person whom I revere highly.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>2</sup>            \_\_\_ Almost always<sup>1</sup>

50. I enjoy telling jokes on myself.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>4</sup>            \_\_\_ Almost always<sup>5</sup>

51. I find it embarrassing to explain why I will not contribute to a cause in which I ought to be interested.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>2</sup>            \_\_\_ Almost always<sup>1</sup>

52. I like to discuss books I have read.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

53. I dislike to engage in lengthy conversation as a  
pastime.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

54. I am at ease while making a pep talk.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

55. I fear that what I have to say may not interest  
others.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

56. I feel ill at ease when trying to sympathize with a  
friend who has lost a close relative.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

57. I like to go to a superior who has given me an unfair  
rating and talk the matter over with him.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

58. I like to show a superior how he can improve methods of doing his work.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
     \_\_\_ Usually<sup>4</sup>    \_\_\_ Almost always<sup>5</sup>

59. I am embarrassed after I have spoken up impulsively in a meeting.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
     \_\_\_ Usually<sup>2</sup>    \_\_\_ Almost always<sup>1</sup>

60. I feel muscular tensions in my body which I am unable to control when I speak.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
     \_\_\_ Usually<sup>2</sup>    \_\_\_ Almost always<sup>1</sup>

61. I like to take the initiative in getting acquainted in a large group.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
     \_\_\_ Usually<sup>4</sup>    \_\_\_ Almost always<sup>5</sup>

62. I find it easy to express my appreciation when pleasantly surprised.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
     \_\_\_ Usually<sup>4</sup>    \_\_\_ Almost always<sup>5</sup>

63. I like to move around when I speak from a platform.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
     \_\_\_ Usually<sup>4</sup>    \_\_\_ Almost always<sup>5</sup>

64. I find it difficult to talk back when a guard or gatesman speaks harshly to me.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

65. I hesitate to insist upon special service from tradespeople or public employees even though I want it very much.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

66. I dislike to undertake a formal interview.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

67. I find it easy to squelch persons who tease me.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

68. I like to carry on conversation with older people.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

69. When I am asked sharply and unexpectedly for some common bit of information, I find it difficult to reply.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

70. I am embarrassed by the necessity of setting a price on my work.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>2</sup>            \_\_\_ Almost always<sup>1</sup>

71. I am free from worry about making errors in grammar when I speak.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>4</sup>            \_\_\_ Almost always<sup>5</sup>

72. I like to volunteer my testimony to help another person out of trouble.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>4</sup>            \_\_\_ Almost always<sup>5</sup>

73. I like to participate in competitive games where conversation plays a part.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>4</sup>            \_\_\_ Almost always<sup>5</sup>

74. I am nervous when introducing a famous speaker to an audience.

\_\_\_ Almost never<sup>5</sup>    \_\_\_ Seldom<sup>4</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>2</sup>            \_\_\_ Almost always<sup>1</sup>

75. I like to match wits with dictatorial and domineering people.

\_\_\_ Almost never<sup>1</sup>    \_\_\_ Seldom<sup>2</sup>    \_\_\_ Occasionally<sup>3</sup>  
                  \_\_\_ Usually<sup>4</sup>            \_\_\_ Almost always<sup>5</sup>

76. I have difficulty in apologizing to a person when other persons are present.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

77. It is easy for me to direct a stranger to find a place in the city.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

78. I have difficulty in controlling my breathing when I try to speak to a group.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

79. I become especially nervous just before I am called upon to speak.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

80. When I am highly praised, I am easily flustered.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

81. I have difficulty in keeping my arms and legs from trembling when I make a public speech.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>



82. I find it easy to criticize others for the mistakes they make.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>1</sup>

83. I like to tell stories around a campfire.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

84. I am free from worry about saying the wrong thing when I speak.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

85. I hesitate to talk about any of my interests which others might consider queer.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

86. I enjoy acting in costume and make-up.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

87. I feel that I want to apologize when I make a speech.

\_\_\_Almost never<sup>5</sup> \_\_\_Seldom<sup>4</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>2</sup> \_\_\_Almost always<sup>1</sup>

88. I find it easy to make excuses to avoid accepting an invitation I don't want to accept.

\_\_\_Almost never<sup>1</sup> \_\_\_Seldom<sup>2</sup> \_\_\_Occasionally<sup>3</sup>  
\_\_\_Usually<sup>4</sup> \_\_\_Almost always<sup>5</sup>

89. I am ill at ease in a situation in which a person asks me a great many questions.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

90. I enjoy giving a memorized speech.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

91. I am ill at ease while speaking in social situations which are strange to me.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

92. I dislike to conduct group games.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

93. When people talk of matters about which I am sensitive I avoid entering into the conversation.

\_\_\_ Almost never<sup>5</sup> \_\_\_ Seldom<sup>4</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>2</sup> \_\_\_ Almost always<sup>1</sup>

94. I feel like doing my best in discussions with people who like to argue.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

95. I take pride in the effectiveness with which I speak in public.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

96. I am sure of myself when acting as toastmaster at a banquet.

\_\_\_ Almost never<sup>1</sup> \_\_\_ Seldom<sup>2</sup> \_\_\_ Occasionally<sup>3</sup>  
\_\_\_ Usually<sup>4</sup> \_\_\_ Almost always<sup>5</sup>

## APPENDIX B

## APPENDIX B

### ARTICULATION TEST SHEET

1. Peter drew an apple on top of the paper.
2. Bobby's big brother called him Bob.
3. When summer comes, Mary moves to the farm.
4. Which wheel came off?
5. We wash our windows with soap and water.
6. Fred found a calf near the gold fish pond.
7. Vivian put on her gloves before she began to shovel.
8. My brother likes this red feather.
9. Can you see anything in the thicket along the path?
10. Ted had a little cat with white feet.
11. Old Ed got down off the red ladder.
12. Guess what the man with the gun found in the nest.
13. Little girls like to play with dolls.
14. Harry read a story about a rabbit.
15. Sister eats soup and ice cream with a spoon.
16. The bees were buzzing near the zebra.
17. The child sat in the kitchen playing with a match.
18. While she washed the dish, the men fished.
19. Harry held his hat behind in one hand.
20. Dick filled his pockets with cookies.
21. The girl found a big dog in her wagon.
22. The king had a ring on his finger.

23. Jimmy ate bread and jam and two oranges in the garage.

24. You may not play in the yard yet.

## PHONETIC ANALYSIS SHEET

EXAMINER _____			NAME OF CASE _____		
			SEX _____	AGE _____	DATE _____
1. (p)	_____	_____	19. (h)	_____	_____
2. (b)	_____	_____	20. (k)	_____	_____
3. (m)	_____	_____	21. (g)	_____	_____
4. (hw)	_____	_____	22. (ŋ)	_____	_____
5. (w)	_____	_____	23. (dʒ)	_____	_____
6. (f)	_____	_____	24. (j)	_____	_____
7. (v)	_____	_____	25. (ɹ)	_____	_____
8. (ð)	_____	_____	26. (ɪ)	_____	_____
9. (θ)	_____	_____	27. (eɪ)	_____	_____
10. (t)	_____	_____	28. (ɛ)	_____	_____
11. (d)	_____	_____	29. (ʌ)	_____	_____
12. (n)	_____	_____	30. (ə)	_____	_____
13. (l)	_____	_____	31. (ɔ)	_____	_____
14. (r)	_____	_____	32. (o)	_____	_____
15. (s)	_____	_____	33. (ʊ)	_____	_____
16. (z)	_____	_____	34. (u)	_____	_____
17. (tʃ)	_____	_____	35. (ɒ)	_____	_____
18. (ʃ)	_____	_____			

## RATING OF INTELLIGIBILITY:

- \_\_\_\_\_ Readily intelligible.
- \_\_\_\_\_ Intelligible if the listener knows the topic.
- \_\_\_\_\_ Single words are intelligible now and then.
- \_\_\_\_\_ Completely unintelligible.

Sounds produced correctly in isolation following stimulation: \_\_\_\_\_

Sounds produced incorrectly in isolation following stimulation: \_\_\_\_\_